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ABSTRACT

GRADES OR AGES: Grade 9. SUBJECT MATTER: Home Economics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material indicates the goals of the home economics program, competencies needed by adolescents, the nature of home economics for grades 8 and 9, and suggested time allotments. The main text is divided into seven sections: effective use of instructional techniques, food and nutrition--directing laboratory experiences, food and nutrition, textiles and clothing, child development, family health, and careers in home economics. Each section contains the scope of content, suggestions for activities, and resources. OBJECTIVES AND ACTIVITIES: The objectives for each section are listed under Scope of Content. Activities are suggested in detail. INSTRUCTIONAL MATERIALS: Books are listed under Resources. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

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BOARD OF EDUCATION OF BALTIMORE COUNTY

HOME ECONOMICS * GRADE NINE

A RESOURCE GUIDE FOR HOME ECONOMICS TEACHERS

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Towson, Maryland
1970

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FOREWORD

The home economics curriculum should reflect current trends in education and society. In this time of rapid social change, teachers of all subjects are examining their curriculums and the effectiveness of their contribution to the lives of the pupils. Of particular significance to teachers of home economics are such changes and trends as these: the increased mobility of families; the larger proportion of women working outside the home; the growing number and kinds of services, equipment, and products available to families; and new means of communication and transportation that bring to individual homes the impact of national and world developments. Decision-making in the home today is complex, and families need new patterns for meeting the many problems facing them today. Preparing young people to meet these demands requires a home economics program whose emphases, techniques, and content can readily be modified in response to current and anticipated social developments.

Work on a re-examination and revision of the Baltimore County home economics program for grades eight and nine was initiated in 1964 when a committee of teachers began a study of the function of home economics education in all grades from kindergarten through grade 12. This study has continued during summer workshops in 1965, 1966 and 1967. The 1965 study sought to identify the major goals of home economics education, define program emphases, and formulate guidelines to be used by future curriculum committees in developing more specific curriculum materials. The summer workshops of 1966 and 1967 focused attention on the home economics program by preparing tentative units for grades eight and nine.

This publication is a direct outgrowth of the groundwork prepared in these summer workshops. After final revisions and compilation of units in foods and nutrition, clothing and textiles, human development and the family, and housing, prepared for grades eight and nine, it is now found to be possible and desirable to publish a separate guide for each grade. Incorporated in this publication are the finalized results of the units prepared specifically for grade nine. This edition includes additions and changes suggested by workshop groups and others who have used and evaluated the materials in the classroom.

The Board of Education and the Superintendent of Schools wish to express their appreciation to these curriculum committees and to all home economics teachers of Baltimore County whose practical application of the tentative materials made possible the development of this curriculum guide.

Joshua R. Wheeler
Superintendent of Schools

Towson, Maryland

June, 1970

C O N T E N T S

INTRODUCTION page

Goals of the Home Economics Program 1
Competencies Needed by Adolescents 2
The Nature of Home Economics for Grades Eight and Nine. . . . 3
Suggested Time Allotments for this Bulletin 4

GENERAL SUGGESTIONS FOR EFFECTIVE USE OF INSTRUCTIONAL TECHNIQUES 5

Constructing Unit Plans 6
Making Lesson Plans 7
Conducting Study-Reading Lessons. 8
Conducting Discussion Lessons 9
Presenting Demonstrations 10
Conducting Laboratory Experiences 12
Using Pupil Reports 13
Evaluating Pupils' Progress 16
Visual Aids to Instruction. 18

FOODS AND NUTRITION - - DIRECTING LABORATORY EXPERIENCES 21

Suggestions for Foods Laboratory Management 22
Unit Kitchen Organization 25
Meal Preparation Plan 26
Evaluation Form - Foods Laboratory 27
Group Evaluation Standards. 28
Home Practice 29

FOODS AND NUTRITION . . . . . .

I. Nutrition 32
II. Planning and Management 34
III. Meal Management 35
A. Appetizers 36
B. Soups and Sauces 38
C. Beverages 41
D. Breads 43
E. Salads 45
F. Fruits 48
G. Vegetables 50
H. Eggs 52
I. Meats, Poultry, Fish 54
J. Fats 57
K. Desserts 60
L. Teen Entertainment 63

Bibliography 65

C O N T E N T S (Continued)

page

TEXTILES AND CLOTHING 67

Introduction 68
Suggestions for Clothing Laboratory Management 69
I. Significance of Textiles and Clothing 71
II. Artistic Elements of Textiles and Clothing 72
III. Construction 74
Resource Pages 88
Bibliography 92

CHILD DEVELOPMENT 93

Introduction 94
I. Human Reproduction 95
II. Prenatal Care. 105
III. Postnatal Care 114
IV. Processes of Child Development 119
Bibliography 133

FAMILY HEALTH 135

Introduction 136
I. Maintenance of Family Health 137
II. Care of Family Illness 141
Bibliography 147

CAREERS IN HOME ECONOMICS 148

Introduction 149
I. The Homemaker. 150
II. Careers in Foods and Nutrition 151
III. Careers in Textiles and Clothing 152
IV. Careers in Child Development 153
V. Careers in Housing and Home Furnishings and Equipment 154
VI. Careers in Health and Welfare. 155
Bibliography 156

Goals of the Home Economics Program

As much as any other subject in the curriculum, home economics is concerned with the development of the individual pupil as a social being. In fact, the whole field of home economics has so much to offer the individual that there is a temptation to set such broad, challenging goals that they defy achievement. In general, the home economics program endeavors to assist pupils to develop attitudes, appreciations, and abilities that will help them achieve satisfying personal and family life. More specifically, it seeks to help pupils

To appreciate the significance of the family as the basic unit of society and its impact on the personal development of individual family members

To deepen a sense of the values that give meaning to one's life as an individual and as a member of the family and the community

To recognize human and natural resources and use them to the fullest potential

To develop skill in making decisions based on accurate information and a rational weighing of alternatives

To acquire the knowledge and practical skills needed for homemaking

To think and work creatively, both to develop a means of worthwhile self-expression and to make a contribution to family and society.

Competencies Needed by Adolescents

The junior high school years represent a transitional period of growth during which the adolescent is acquiring attitudes, values, skills, and habits that will give direction to his life.

An understanding of the basic competencies needed by adolescents, as individuals, as members of their families, and as responsible citizens, is fundamental for identifying appropriate areas of content and developing a meaningful program of home economics. Those competencies for which home economics has particular relevance include the following:

1. Wholesome and realistic self-concept which is based on:
   a. Self-understanding
   b. Self-acceptance
   c. Self-insight
2. Wholesome attitude toward others
3. Ability to make and hold friendships
4. Ability to participate in social situations
5. Wise use of leisure time
6. Assuming responsibilities in the home and the community
7. Ability to make decisions in new situations
8. Understanding family roles
9. Practicing routines of good personal hygiene
10. Understanding and accepting the physical growth changes
11. Understanding of the relationships between the sexes
12. Respect for personal property
13. Ability to handle money wisely
14. Understanding of a variety of occupations and their worth
15. Sound personal values, attitudes, and habits

The Nature of Home Economics for Grades Eight and Nine

The eighth and ninth grade home economics courses in Baltimore County provide most of the pupils enrolled in them with their first formal study in this field. An underlying theme throughout these two years, therefore, should be the nature and scope of home economics and the personal pleasures and benefits it offers each pupil. This theme is reflected in these major objectives for the two years' courses:

To help pupils understand and enjoy home economics

To assist pupils with personal and social needs

To help pupils to develop some skills and techniques necessary for homemaking.

Based on these objectives, five broad areas of study are suggested: foods and nutrition, clothing and textiles, housing, human development, and the family. Study in each area tends to be individual-centered in the eighth grade and family-centered in the ninth. The instructional areas are developed in sequence, in order that the concepts introduced in the eighth grade will be extended and deepened through the learnings and activities suggested for the ninth grade.

Suggested Time Allotments for this Bulletin

It is unlikely that any class would be able to follow exactly the sequence of content and all the activities suggested in the guide. Each teacher should be selective, adapting the program in light of a number of factors--the background, needs, and interests of the pupils; the community and the environment in which the pupils live; the size and organization of the home economics department; the teacher's own special talents and strengths; class sizes and time allotment.

Home economics is a required subject in the general education program for all ninth grade girls. A minimum of three or four periods per week are scheduled for each class of average or above average ability.

Time allotments for the subject matter covered are suggested in the chart below. The sequence in which these areas are taught will be decided within the local school department. Such considerations as the necessity to share laboratories and resource materials, the various strengths and degrees of experience of the teachers in the department, and the special needs of the classes will determine the order in which each teacher will present the instructional areas.

Instructional Areas	Suggested Time Allotment
Foods and Nutrition	13 weeks
Clothing and Textiles	13 weeks
Child Development	9-10 weeks
Family Health	2 weeks
Careers in Home Economics	1- 2 weeks

GENERAL SUGGESTIONS FOR EFFECTIVE USE OF INSTRUCTIONAL TECHNIQUES

Constructing Unit Plans

Making Lesson Plans

Conducting Study-Reading Lessons

Conducting Discussion Lessons

Presenting Demonstrations

Conducting Laboratory Experiences

Using Pupil Reports

Evaluating Pupils' Progress

Visual Aids to Instruction

GENERAL SUGGESTIONS FOR EFFECTIVE USE OF INSTRUCTIONAL TECHNIQUES

CONSTRUCTING UNIT PLANS: Formulate instructional unit plans based upon the units suggested in the guide.

A. Project long-range plans for the year.

1. Plan the sequence of units in each grade to meet the individual problems in the schools: the need for rotating rooms between teachers, the suitable time of the year for the unit, the interests of the pupils, etc.

2. Work out a tentative time schedule for the units in light of the essential projects and problems to be covered.

3. Set up tentative objectives, problems, and activities for each unit, keeping the plans flexible enough to be changed as the needs, interests, and abilities of the pupils become more apparent.

B. Plan the individual unit in advance, following the general unit forms used in the guide.

1. Study the introduction, objectives, and scope of the unit in order to obtain a point of view and sense of direction for the planning which will follow.

2. Think through an overall plan for teaching the unit and set up a tentative time allotment for the various unit divisions.

3. Investigate and assemble the resources to be used in the unit.

   a. Examine the suggestions provided in the curriculum guide.

   b. Familiarize yourself with all the resources available in the school for teaching the unit: the textbooks, classroom references, library books, equipment, filmstrips, pictures, and other aids.

   c. Obtain useful resource materials by writing for free materials, scheduling films and other visual aids, collecting pictures and materials related to the unit, finding out about people in the community who will serve as resource people for the study, and investigating possible field trips.

4. Consult the course guide for suggested activities; adapt and add to these suggestions to meet the needs of the particular class.

5. Talk with other teachers in the school who are working on the same unit to share ideas, materials, and procedures.

C. Follow a flexible but definite plan in presenting the unit.

1. Begin the unit in a stimulating fashion, using a realistic, attention-getting approach.

   a. Include an overview of the unit.

   b. Point out to the pupils the relationship of the unit to the work that has gone on before and to the theme for the year.

   c. Plan with the pupils the major problems to be considered, based on the concepts for the unit.

2. Plan with the pupils the activities to be used in solving the problems selected.

3. Plan with the pupils a culminating activity which is a natural outgrowth of the learning activities that have preceded it.

4. Evaluate the work done.

   a. Plan the evaluation as a continuing process, not limited to a procedure at the conclusion of the unit.

   b. Involve pupils constantly in the evaluation of their progress.

MAKING LESSON PLANS: Develop both long-term and daily lesson plans.

A. Set up long-term plans in which a block of related lessons is planned in advance.

1. Plan to use as many different types of activities as possible.

2. Design the series of lessons to advance specific purposes of the unit.

B. Prepare a daily plan for each lesson.

1. Have a clear purpose for each lesson.

2. Follow a systematic plan in outlining the lesson: objective for the day, content or subject matter, time allotment, methods of presentation, activities, materials needed, summary and evaluation by both pupils and teachers. (See sample form in this guide.)

3. Plan for a number of different activities for each class period: teacher and/or pupil demonstration, laboratory work, project work, reading, discussion, questions from the class, etc.

4. Plan the lesson for each class in light of its ability.

5. At the end of each day, make a written comment concerning the effectiveness of the plan.

CONDUCTING STUDY-READING LESSONS: Plan to follow systematic steps whenever conducting directed reading lessons.

Note: Before the teacher can plan effective study reading, she needs to know the independent and instructional reading levels of the pupils in the class. (At the independent level the pupil can read with no aid. At the instructional level he needs instruction and help; he comprehends about three-fourths of the material.) The class's English teacher can provide helpful information about the pupils' reading ability and can also assist in judging the readability of the text and reference materials being used in the home economics class.

In most classes there are fairly wide variations in the pupils' reading levels and speed. After the teacher has had an opportunity to observe the pupils' degree of success in completing and comprehending the reading assignments, she can devise variations in assignments to provide for the unusually able and for the slower readers.

The suggested steps for directed reading lessons are flexible enough to apply with equal validity to advanced and to slower readers.

A. Develop readiness.

   1. Develop concepts toward which the reading is directed.

   2. Anticipate any problems the pupils might have with the vocabulary and give them the assistance necessary for comprehension.

   3. Establish with the class the purposes for the reading.

B. Guide silent reading to answer a motivating question.

   Circulate through the class to give assistance where individual pupils require it.

C. Discuss the material read.

   1. Conduct a general discussion centered on the motivating questions, to determine the pupils' general understanding.

   2. Conduct a detailed discussion to develop deeper comprehension and recognition of important vocabulary.

      a. Use fact, inference, organizational, and summary questions to develop understanding and to clarify difficulties of the group.

      b. Use word-form clues, meaning clues, and the dictionary to develop the vocabulary pertinent to the subject under study. (This includes not just specific terms but also general vocabulary which is useful in a discussion of the subject.)

D. Develop new purposes which provide opportunities to re-read.

1. Have the class read silently to improve comprehension, particularly of salient details.

2. Select portions to be read aloud to appraise the pupils' word recognition skills and to provide reenforcement of ideas under discussion.

E. Plan follow-up activities.

1. Help interested pupils plan further exploration of the topic.

2. Guide the pupils in activities in which they will make use of the information and ideas gained from their reading.

CONDUCTING DISCUSSION LESSONS: Plan class discussions that will involve all pupils in thinking through a problem and will promote a free exchange of ideas.

A. Make preparations for discussion.

1. Make the physical setting natural and comfortable, with furniture arranged so that the pupils face each other and any display area which will be used.

2. In the first discussions of the year, establish standards for classroom discussion.

3. Establish with the class the problem or topic to be discussed; decide on specific purposes.

4. Designate a leader (if other than the teacher) and help her organize a discussion plan.

5. Clarify any guide questions to be used.

6. Arrange for the use of audio-visual aids that will advance the discussion.

B. Guide the discussion through a pre-planned but flexible progression.

1. Initiate the discussion by asking questions or using a quotation which emphasizes the major concept rather than details.

2. Guide the discussion in a sequence dictated by the major elements of the problem, the guide questions, or some other type of definite organization.

3. Place emphasis on the relationships of details to the large ideas, adapting the questions so as to channel discussion in the desired sequence.

4. Maintain enough flexibility to permit pupils to raise challenging questions or seek additional clarifications, but continue to direct the discussion toward the desired outcome.

5. Clarify conflicting points of view and correct any factual errors.

6. Terminate the discussion when the pupils' information has been exhausted and/or when the purpose has been achieved.

7. Help the class summarize the main ideas and form generalizations; use recorders' reports, group leaders' analyses, and/or cooperative group activity whenever they can be helpful.

C. Conduct an evaluation, using such questions as these to assess the discussion:

1. Have we solved the problem and achieved the purpose?

2. Have we opened up new avenues of study?

3. Have we met the standards for satisfactory group discussions?

4. In what ways may we profit from this experience as a means for improving future discussions?

PRESENTING DEMONSTRATIONS (by either pupil or teacher): Design demonstrations to be meaningful learning experiences.

A. Plan carefully beforehand every possible aspect of the demonstration.

1. Collect pertinent background data.

2. Formulate the purposes of the demonstration and select specific points to be covered in light of these purposes.

3. Organize the plan of presentation with a clearcut beginning, middle, and summary.

4. List and assemble the necessary equipment and materials.

5. Develop as much variety in teaching aids as practicable -- samples, scale models, charts, posters, illustrations, etc.

6. Prepare unobtrusive notes on file cards, if necessary.

7. Become thoroughly familiar with the information and equipment to be used.

8. Prepare the observers in advance of the demonstration by motivating their interest and helping them identify the need which the demonstration is to fill.

B. Use effective teaching methods in the actual demonstration.

1. Clarify the purpose(s) of the demonstration and the particular points which the observers will need to look for.

2. Identify (or have pupils identify) the equipment and techniques being used.

3. Involve the observers as much as possible.

   a. Work so that the audience can always see.

   b. Encourage questions and responses from the observers whenever these would not distract attention from the essential flow of the demonstration.

   c. Have pupils assist with the demonstration wherever practicable.

4. Speak clearly and concisely in simple statements.

5. Set an example that the pupils would wish to emulate.

   a. Have a neat appearance.

   b. Speak with poise and with confidence gained from experience and thorough preparation.

   c. Speak audibly but in a natural, relaxed voice.

6. Keep the demonstration moving; avoid awkward pauses.

7. Have a finished product to show.

C. Provide meaningful follow-up activity.

1. Provide an opportunity for the observers to examine or taste the finished product so that an evaluation of it may be made.

2. If standards of evaluation have not been established previously, help the pupils draw up such a list.

3. Summarize with the observers the essential learnings or conclusions that they were to have derived from the demonstration.

4. Help the pupils plan a suitable activity in which they can practice the techniques they have observed or further develop the learnings they have just acquired.

D. Demonstrate all new techniques before the pupils attempt to practice them.

CONDUCTING LABORATORY EXPERIENCES: Plan systematically with the pupils for each laboratory experience, so that it becomes a genuine learning experience in group efficiency and individual responsibility.

A. Guide the unit kitchen groups in devising a purposeful plan of work and writing a Meal Preparation Plan (see page 26).

   1. Help the class to set appropriate goals for their laboratory activity.

   2. If the class or the unit kitchen groups are to be permitted a choice of foods to prepare, guide the pupils in making their selections and writing their menu. (Groups may be permitted some choice in selecting meal patterns after they have developed sufficient individual and group competency.)

   3. Help each group to clearly identify the major task(s) to be performed and the specific jobs that must be assigned within the group.

   4. Give guidance in following a standard procedure for assigning duties.

   5. Establish (or review) with the class a set of criteria by which they will judge their finished product.

   6. Review the step-by-step procedures for new techniques to be followed, and direct the pupils' attention to any special points to be observed.

B. During the actual foods preparation, guide and advise groups and individuals to help them follow their plan of work effectively.

   1. Give individualized guidance and instruction wherever a need appears.

   2. Observe each group to note areas of strength and weakness in their cooperative activity.

   3. Give special attention to tasks or techniques with which difficulties might arise.

   4. Encourage pupils to take note of areas in which they need to acquire increased skills or learnings.

C. Give the groups any needed guidance as they serve the food they have prepared and perform their clean-up duties.

   1. Develop with the pupils high standards for providing attractive, appropriate table settings and for serving the food correctly.

   2. Through example and through careful planning, help each group to achieve an unhurried, pleasant atmosphere at the table, so that they can develop their hostess skills and their command of the rules of table etiquette.

3. Help the unit groups work constantly toward greater efficiency and thoroughness in their cleaning-up tasks.

D. Conduct a cooperative evaluation as an essential part of each laboratory experience.

1. Have each unit group judge their finished product by means of the previously established criteria.

2. Help the pupils identify the specific strengths of their activity -- the menu, plan of work, cooperation, etc.

3. Help the pupils identify areas where improvement is needed, and encourage them to set new goals.

4. Give encouragement to creativity and initiative, and seek ways each pupil can be helped to assume more responsibility in laboratory activities.

USING PUPIL REPORTS: Include oral reports in planning lessons.

A. Use individual pupils' reports as a means of bringing additional information to the class.

1. Plan wherever possible to use reports that are not entirely verbal but are presented in connection with a demonstration and/or with the use of illustrative materials.

2. Develop with the class a list of appropriate report topics for the unit.

3. Early in the year develop standards with the pupils for preparing and delivering reports. (Include such standards as those in the following suggestions.)

4. Give the pupil guidance in using reference materials for a report.

a. Encourage her to use several references.

b. Recommend references suitable to the pupil's interests and ability as well as to the topic.

c. Assist the pupil by furnishing files of articles, pictures, pamphlets, research studies, models, and samples.

d. Where necessary, show the pupil how she can prepare the information in her own words rather than copy the words of the reference verbatim.

5. Plan a realistic time schedule for reports, and give each speaker a reasonably close estimate of the amount of time her report may take.

6. Give the pupil guidance in organizing the report.

   a. Clarify the purpose of the report and the major points to be stressed.

   b. Give the pupil the assistance she may need in planning an interesting beginning and strong conclusion.

   c. Check to see that the pupil has prepared an adequate outline on note cards from which to speak.

7. If a demonstration is to be given in connection with the report, arrange for the pupil(s) to practice in advance.

8. Provide an opportunity for the speaker to place on the chalkboard the outline of her talk and any new vocabulary she will use.

9. Early in the year (and when necessary thereafter) give the pupils pointers on posture, enunciation, and voice control in speaking to the class.

10. Following the report provide an opportunity for the speaker to lead a class discussion of the subject.

11. Guide the class in an evaluation of the report.

   a. Include evaluation of each aspect of the presentation: selection of content, organization, illustrative material and/or demonstration, manner of delivery, summary, and class response.

   b. Always point out the strengths of the report before pointing out weaknesses.

   c. Offer specific and constructive suggestions for future improvement.

   d. Help the pupils to devise ways to record suggestions for future reference.

B. Use committee and group reports as a cooperative learning activity as well as a means of bringing information to the class.

   1. Observe reasonable cautions before planning committee activity in the classroom.

      a. Do not attempt group work until class control is established; use individual reports in the meantime.

      b. Do not expect the pupils to perform a demonstration until they have acquired the information and skill required.

      c. Do not expect that this type of activity can be used with equal success by all classes or all pupils.

      d. Do not expect groups to work in perfect quiet, but do avoid unnecessary noise and disorder.

2. Give the group all the types of assistance suggested for individual reports (see section A).

3. Help the committee establish an orderly set of procedures, such as the following:

   a. Select a chairman, a secretary, and a librarian.

   b. Define the topic and the purposes of the group activity.

   c. Decide where to find information.

      (1) Make a general survey first.
      (2) Make a bibliography of the material that you expect to use.

   d. Decide how to solve the problem.

   e. Distribute the work evenly among the members of the group.

   f. Gather the necessary information.

   g. Organize the material.

   h. Decide on the method that is to be used to present the material -- skits, posters, oral report, notebook, cartoons or illustrations, charts and graphs.

   i. Present the findings to the class.

4. Have the group develop and follow several basic committee rules.

   a. Follow habits of classroom courtesy.

      (1) Arrange the classroom furniture to accommodate the committee, but return it to the original position.
      (2) Observe the standard practices in using references, materials, and supplies.
      (3) Keep voices low.
      (4) Avoid excessive talking; however, contribute pertinent ideas to the discussion.
      (5) Use class time wisely.

   b. Check to see that you as an individual are helping to make your committee a success.

      (1) Are you working closely with the chairman?
      (2) Are you offering to do your share?
      (3) Have you investigated classroom and library references related to the topic?
      (4) Are you applying specialized skills in the committee project?
      (5) Did you check all definitions of new words?
      (6) Are you helping other committee members by bringing them pictures and clippings related to their topics?
      (7) Will all members of the committee be prepared to present their report on the specified day?

5. Have the group conduct an evaluation in which the class answers certain questions about the committee's work, such as:

   a. Did enthusiasm permeate the entire group?

   b. Did the committee do a complete job of presenting facts?

   c. Was there a good summary of the main points?

C. Maintain a file of materials, prepared by pupil committees and gathered from other sources, to be used as resources for reports.

1. Collect pamphlets and clippings from authoritative sources: commercial firms, periodicals, government agencies, home economics organizations.

2. Maintain bibliography lists obtained from the school library and accessible public libraries, from personal research, and from pupils' reports. (It is a good idea to require all individuals and committees who prepare reports to file their list of references, identified by topic.)

3. Develop a filing system for organizing the materials thus accumulated, with folders labeled by specific unit or topic.

4. Familiarize certain reliable pupils in each class with the filing system so that they can assume the responsibility of supervising other pupils as they find and return materials.

EVALUATING PUPILS' PROGRESS: In every unit include evaluative activities which will help both teacher and pupils set up goals, determine progress toward those goals, and establish new goals for new learning.

A. Observe the characteristics of effective evaluation in planning evaluative activities.

1. Set up each activity in terms of teacher-pupil goals.

2. Incorporate evaluative activities in each unit as a part of the total learning process.

3. Plan evaluation as a continuous process.

4. Vary each activity in accordance with the goal.

5. Involve pupils actively in the evaluative process.

6. Construct tests that are valid, reliable, and objective.

B. Utilize as fully as possible these functions of evaluation:

1. Shows how much a pupil knows and is able to do prior to instruction.

2. Provides a basis for improving instruction.

3. Measures various aspects of learning.

4. Motivates learning.

5. Assists pupils in determining the nature of their difficulties.

6. Assists pupils in recognizing progress toward their goal.

7. Provides a basis for pupils' guidance.

8. Indicates to teachers the effectiveness of their teaching.

9. Furnishes parents with information regarding the achievement of their children.

C. Select from the many available techniques the type of evaluation most suitable for a particular need.

1. Anecdotal records are brief, factual word pictures of observed behavior in specific situations, devoid of any expression of opinion.

2. Sociograms are devices for showing the pattern of interaction among the members of a group.

3. Diaries and logs are personal records of behavior in regard to particular problems over a period of time.

4. Home experience records are used as a basis for planning class and home activities.

5. Charts and scales are highly objective devices that may be used for a variety of purposes; they are especially helpful for recording information to be used in self-improvement. Types include:

   a. Score cards

   b. Rating scales

   c. Check lists

   d. Diagnostic charts

   e. Progress charts

6. Oral discussions are a means of evaluation as well as a technique for teaching.

7. Interviews and conferences may be used with pupils, parents, and members of the community as a means of getting information concerning attitudes, home activities, and home environment.

8. Essay or problem type tests are appropriate to use when the subject is controversial and the teacher wishes to find out not only what students believe but also if they can provide evidence to prove their beliefs.

9. Performance tests determine the ability of pupils to do definite jobs; their special value in home economics derives from their usefulness in checking on goals for which written tests are of little value.

10. Objective tests, which are rapidly scored with an inflexible key, overcome many of the limitations of essay type tests. Types include:

    a. True-false

    b. Matching

    c. Multiple choice

    d. Completion

    e. Recall

D. In constructing objective tests take note of these criteria:

1. Limit items to those of general usefulness.

2. Include a fair sampling of items which the pupils are expected to know and understand.

3. Progress from the easy to the more difficult.

4. If providing more items in the test than most pupils can finish in the time allowed, place questions of most significance in the earlier part of the test.

5. Limit to about three types of techniques.

6. Arrange together all items of one form.

7. State questions in words pupils will understand.

8. State directions clearly.

USING VISUAL AIDS TO INSTRUCTION: Use visual materials in the classroom as an integral part of instruction.

A. Plan use of the chalkboard so that it becomes an effective medium of daily instruction.

1. Set aside certain boards for routine use.

    a. Place the assignment for a given class in exactly the same place each day.

b. Encourage the pupils to form the habit of following the assignment and/or lesson directions upon entering the classroom or laboratory.

2. Have the chalkboard reflect high standards of accuracy.

See that all work placed on the chalkboard conforms to the best standards for handwriting, lettering, outline form, punctuation, capitalization, spelling, titling, and other details of manuscript form.

3. Give the pupils an opportunity to use the chalkboards frequently.

a. Whenever appropriate, ask a pupil to list on the chalkboard the main points brought out in a class discussion.

b. Ask a pupil who is giving a report to first write her name, the name of her report, a list of new terms, a brief outline, a diagram, or other information on the board.

4. Use colored chalk where appropriate -- but use caution.

a. Use colored chalk for special emphasis; for example, to clarify diagrams, to set apart the sections of an information chart.

b. Exercise special care both in applying the chalk and in cleaning the board.

B. Arrange exhibits and bulletin boards to motivate and reinforce learning.

1. Encourage pupils to share the responsibility for planning and maintaining displays.

As much as possible, make the planning and preparation of a display an integral part of the classroom learning.

2. Plan displays around the purposes of the unit.

a. Use large, bold letters to display the name of the current unit, so that the central notion of the teaching is always in front of the class.

b. As the unit develops, post subtitles as a means of organizing pictures, graphs, and other work which are on display.

3. Display good pupil work.

a. Include assignments, posters, models, projects, and illustrations that demonstrate standards for other pupils to work toward.

b. Check all work carefully before displaying it.

c. Be sure that each pupil whose work is displayed identifies it with her name so that she is recognized for her accomplishment.

4. Make displays meaningful.

   a. Unify the material by using a single, readily communicated theme.

   b. Identify each item with appropriate labeling and/or interesting explanations.

   c. Change the materials often enough that they are timely.

C. Design bulletin board and poster displays according to principles of effective display.

1. Attract attention by such devices as judicious use of color, contrast of values, or a novel idea.

2. Unify the material by using a single artistic theme.

3. Use material that has enough carrying power to communicate the general message to all parts of the room.

4. Make titles legible; avoid purely ornamental and tricky lettering.

5. Use a single color and a uniform size for titles which are related by place or emphasis.

6. Keep the lettering of the main title and the decoration consistent with the theme.

7. Employ a definite contrast of values; e.g., place dark against light, light against dark.

8. Ordinarily employ a background that is less brilliant than the subject.

9. Use suitable poster paper, avoiding "fussy" decoration such as crepe paper, frills, or cliché pattern cutouts.

10. Select a large notice or picture for a center of interest.

11. Mount pictures neatly on appropriate backing that will enhance the pictures and the unity of the display.

FOODS AND NUTRITION - - DIRECTING LABORATORY EXPERIENCES

Suggestions for Foods Laboratory Management

Unit Kitchen Organization

Meal Preparation Plan

Evaluation Form - Foods Laboratory

Group Evaluation Standards

Home Practice

SUGGESTIONS FOR FOODS LABORATORY MANAGEMENT

A. Uniforms

1. Pupils

a. Each girl furnishes her own foods uniform which she is required to wear in the preparation of food. It is advisable that the apron have a bib for increased protection.

b. Each apron should be marked with the girl's name and class section.

c. For reasons of safety, a plastic apron is unsuitable for laboratory work.

d. Aprons should be taken home to be laundered. Aprons should be checked regularly for cleanliness and neatness.

e. Jackets and outer sweaters should be removed as a safety precaution when the pupil is preparing food.

f. For sanitary reasons, the hair should be worn in a controlled style and should be further protected by a hairnet or a headband. The hair should not be combed or touched while food is being prepared.

g. Pupils should be cautioned against wearing fuzzy sweaters or clothing made of highly inflammable fabrics.

h. Boys in foods classes or in club activities should be required to wear white butcher aprons.

i. A pupil without an apron should not be allowed to participate in the preparation of food. If there are additional aprons in the department, a teacher may allow the pupil to borrow an apron for the period if she agrees to launder it and return it in good condition.

2. Teacher

a. The teacher should set the standard for appropriate dress in the foods laboratory.

b. She should wear a white or a pastel colored uniform when teaching foods.

c. The teacher should wear a hair net in the foods laboratory.

B. Grooming

1. Cleanliness of hands, aprons, and dress should be stressed.

2. Each pupil should develop the habit of washing her hands before handling food. She should stop to wash her hands if she uses her handkerchief or touches her hair.

3. The appearance and care of the hair should receive special attention.

4. At regular intervals the teacher should inspect and grade students for neatness, cleanliness and appropriate dress.

C. Unit Kitchen

1. Organization

a. Unit kitchens are planned and equipped for four students.

b. The duties of each member should be developed by the class. Duties within the group should rotate at regular intervals. (See page 25 for a sample work plan.)

c. Both the individual and the group should be graded on the quality and quantity of work accomplished by the standards which were developed by the class.

2. Management

a. The study of Foods and Nutrition offers excellent opportunities for teaching many phases of management: individual values, family goals, as well as time, money, and energy. These phases should be stressed from the very beginning of the study.

b. A meal preparation plan should be followed in planning a foods laboratory period. (See page 26.)

c. Cleanliness, orderliness, and safety in the kitchen should receive constant stress.

d. The teacher should inspect the units regularly to check on the care of the refrigerator, ranges, sinks, garbage disposal, etc.

e. Demonstrations are needed for all new techniques which the pupils are to learn. It should not be necessary to repeat demonstrations unless there is a new learning and/or technique involved.

D. Nutrition and meal planning

1. The study of nutrition is not approached as a separate study; it is integrated with the selection and purchasing of food and the planning, preparing, and serving of meals.

2. The study of the Basic Four Food Groups forms the basis for the nutritional study in the junior high school. Where the ability of the students permits, nutrition may be studied in somewhat greater detail.

3. Food preparation using the meal pattern basis is studied in a framework of the basic food groups. In schools where double period classes are scheduled, meal management may provide the basic plan.

4. Milk is the accepted beverage for school meals. The serving of tea, coffee, and carbonated beverages is not recommended for school meals; however, these beverages should be studied. Preparation of these beverages should be taught through demonstration. Restraint should be exercised for laboratory practice and use.

E. Table service

1. Correct table setting and table manners should be emphasized.

2. The artistic phase of food preparation and its service should be encouraged. The use of attractive centerpieces arranged and provided by the pupils is one way to encourage artistic creativity.

F. Purchase of food

1. Most of the foods used will be ordered from a local grocer but large purchases may be made from a wholesaler. Contacts with wholesalers may be made through the cafeteria manager of the school.

2. Students must not be asked or encouraged to supply or contribute any of the foods used in class.

G. Service of foods only in the foods laboratory

1. When students have attained a degree of skill in foods work, the practice of inviting guests is encouraged to give the students opportunities to act as hostesses and to practice what they have learned.

2. Food prepared in class should not be taken from the classroom. It is the school practice to limit the storage and consumption of food to the school cafeteria and the foods laboratory.

Unit Kitchen Organization
(for 3 or 4 in a group)

I. Cook

- A. Acts as a manager or chairman of the group
- B. Is responsible for preparing and serving the main course
- C. Scrapes, rinses, stacks, and puts away the dishes
- D. Informs the teacher when staples are needed

II. Assistant Cook

- A. Gets the supplies for the day from the supply table
- B. Is responsible for preparing the vegetables and/or the salad
- C. Washes the dishes and cleans the sinks

III. Hostess

- A. Plans the centerpiece for the table
- B. Is responsible for the beverage (milk, cocoa, fruit juices) and/or fruit
- C. Sets table
- D. Clears table
- E. Dries dishes

IV. Housekeeper

- A. Reports group absentees
- B. Gets a clean supply of towels and dish cloths for the unit
- C. Prepares the bread and/or desserts
- D. Sees that the garbage is removed
- E. Cleans the stove and cabinet tops
- G. Checks equipment in the unit kitchen

MEAL PREPARATION PLAN — Sample — Section- Kitchen- Date-

MENU:

Centerpiece	Place Setting

MARKET ORDER (do not list staples)

TIME SCHEDULE

Class begins

Ready to serve

Ready for clean-up

End of class period

NAME	DUTIES: General	DUTIES: Specific	BASIC 4	SCORING*	4	3	2	1
	Cook		Dairy Foods	Plan				
	Assistant Cook			Kitchen check				
	Hostess		Meat Group	Table setting				
	House-keeper			Food				
	General Assistant		Vegetables and Fruits	Cooperation				
				Work habits				
			Breads and Cereals	Minimum of noise				
				Clean-up				

*Scoring: 4=perfect, 3=good, 2=fair, 1=poor

	EVALUATION FORM - FOODS LABORATORY								
Period ____ Unit ____ Date ____	Appearance of group members	Preparation	Finished product	Table setting	Cleaning	Cooperation	Extra duty	Behavior	Unit grade
COOK									
ASSISTANT COOK									
HOSTESS									
HOUSEKEEPER									

GROUP EVALUATION STANDARDS

Section:

Check list for (date) _____ Unit:

___ 1. Dressed appropriately (clean and unwrinkled aprons, hair net, no sweaters).

___ 2. Placed books and other personal belongings in assigned place.

___ 3. Washed hands before beginning work.

___ 4. Prepared to work within five minutes of the bell.

___ 5. Used tray every time supplies and equipment were carried.

___ 6. Measured all supplies accurately.

___ 7. Had all utensils and supplies ready before starting to cook.

___ 8. Followed all directions carefully and accurately.

___ 9. Used all equipment correctly.

___10. Ready to serve entire meal at one time.

___11. Left kitchen neat and orderly before serving.

___12. Set table correctly.

___13. Prepared an attractive centerpiece for table.

___14. Practiced good table manners.

___15. Served well-seasoned and attractive looking food.

___16. Washed dishes in correct order and put them away as soon as possible.

___17. Left entire unit clean, neat, and in perfect condition.

___18. Worked together quickly and quietly.

___19. Cooperated with group members and each girl performed assigned duty.

___20. Followed time schedule but made adjustments when necessary.

Scoring:
4 is perfect
3 is good
2 is fair
1 is poor

Total score for group_____

Rating:
Excellent - 76-80
Good 68-75
Fair 60-67
Poor below 60

Total rating of group_____

1. Which items on check list above need to be improved?

2. What can our group do to improve?

3. Members of group present:

Home Practice

The preparation of individual recipes and meals at home should be encouraged. Pupils may bring notes written by their parents reporting on recipes or meals which they have prepared.

Report of Home Practice by Pupil

Name:
Section:
Date:

I. Prepared following foods:

II. Prepared meal or meals.
Give menus:

III. Set table for family meals.

IV. Comments:

Pupil:

Parents:

_____ (date)

_____ (Parent's signature)

Report of Home Practice Meal Preparation

Name:
Section:
Date of Project:

Menu

Check List

1. Did I assemble all my ingredients before starting?_____
2. Did I assemble all my equipment before starting?_____
3. Did I wash the utensils as I worked?_____
4. Did I clean up the kitchen after I had served the meal?_____
5. Did I have any help?_____ Who?_____
6. Did I finish in the time I planned?_____
7. How long did it take me to prepare the food?_____
8. Problems I had:

9. My suggestions for improvement:

10. Comments from the family:

_____ _____
(date) (Signature of parent)

FOODS AND NUTRITION

Nutrition

Planning and Management

Meal Management

Bibliography

INSTRUCTIONAL AREA: FOODS AND NUTRITION -- Grade Nine

Generalization: The selection of nutritious foods and the planning of well-balanced meals, the efficient preparation of foods, and the creation of a pleasing atmosphere in which meals are attractively served all help to promote individual health and desirable family relationships.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
I. Nutrition		
Concepts: The basic food groups and meal patterns provide a guide for planning nutritionally adequate diets for family members. Nutritional information helps the individual distinguish between food facts, fads, and fallacies and develop the eating habits that promote good health, weight control, and clear skin.		
A. Daily requirements 1. Essential food nutrients a. Function b. Sources 2. Calorie allowance a. Girls b. Boys	Use a pre-test to determine the nutritional knowledge that the pupils recall from their previous grades' study. Invite a nutritionist to talk to the class about the eating habits of teen-agers and the importance of good nutrition for the present and the future. Have the pupils prepare for the talk by compiling questions they would like to ask regarding the implications of nutrition to health. Provide time for informal discussion following the talk. Arrange with the school cafeteria manager for the class to visit the cafeteria. Have the manager discuss the nutritional contribution made by the school lunch to the total diet. In cooperation with the science department, help a group of pupils conduct a nutritional experiment using white rats to compare the results of a balanced diet and a nutritionally inadequate diet. Have the pupils evaluate the experiment and report the results and findings of the study.	Cronan and Atwood, Foods in Homemaking, Ch. 6 Hatcher and Andrews, Guide for Today's Home Living, Ch. 7 Pollard, Laitem, and Miller, Experiences in Homemaking, Ch. 6

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Problem areas in teen-age diets 1. Overweight 2. Underweight 3. Skin problems	Have each class member check her weight and height and compare these with listings on a standard chart. Have the class determine the number of calories needed for a teen-age girl. Have each pupil record the food eaten for one day and calculate the number of calories derived from the food. Using this information, have pupils compare it with the recommended daily nutrition requirements for teen-agers. Laboratory experience: Working in small groups, have the pupils use food models and plan menus of high, moderate, and low calorie value for a day. Follow-up: Suggest that the pupils keep a record for a day of snacks and foods eaten between meals. Using this record, have the pupils determine the nutrients and calories in these foods.	
C. Nutritional information 1. Facts 2. Fallacies 3. Fads	Have the pupils collect newspaper and magazine advertisements for vitamin pills, analyzing and comparing the information given. Help the class estimate the essential vitamins supplied by a typical day's diet to see if the average adult with good eating habits normally requires a vitamin supplement. Have the pupils bring to class statements and/or folk sayings they have heard concerning certain foods. Analyze each statement to determine whether they contain half truths, misinformation, or superstitions about food.	Fleck, Fernandez, and Nunves, Living with Your Family, Ch. 4 U. S. Dept. of Health, Education and Welfare, Progress Report: Nutritional Quackery

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
D. Meal planning 1. Nutritional requirements 2. Family needs 3. Budget 4. Time available for meal preparation 5. Variety a. Color b. Shape c. Temperature d. Texture e. Flavor	Suggest that the pupils visit a grocery store and/or a specialty food store. Compare the prices of foods called "health foods" with the prices of similar foods from your local grocer. Discuss the influence the difference in prices would have on a family food budget. Ask the pupils to describe crash diets that they or their friends have tried for weight loss. Help the class to analyze the nutritional content of several diets. Discuss the advantages and disadvantages from the standpoint of nutrition. the cost, and the monotony. Questions: Did you lose weight? Did you maintain your weight loss? Ask a panel of pupils who prepare home meals to discuss the influence of limited time for meal preparation on food selection and costs. To demonstrate the importance of variety in foods, have the pupils arrange meal patterns (using food models) showing a variety of texture, shape, and color of foods. Discuss with the pupils how the variety and the contrast in the texture, form, color, and temperature of food improves the appearance and appetite appeal of meals.	Carson and Ramee, How You Plan and Prepare Meals, Ch. 5 McLean, Meal Planning and Service, Ch. 3
II. Planning and Management	Note: To prepare the class for the laboratory experiences of the year, the teacher should conduct experiences similar to those described in II. Planning and Management in the eighth grade Foods and Nutrition area. Informal diagnostic testing and discussions will indicate to the teacher what information and skills need to be re-taught and what activities suggested for the eighth grade can be upgraded in accordance with the background and increased maturity of ninth grade pupils.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

It is suggested that the initial meal planning study and laboratory experience involve relatively simple planning and foods preparation, such as for an appetizer course. Routines of planning, establishing criteria, sharing responsibilities within kitchen groups, handling equipment, serving and eating the food, evaluating the experience, and conducting appropriate follow-up activity should be established at this time. Again, see the Grade 8 section for suggestions.

III. Meal Management

General Concepts: Meal management includes the planning of the menu, the purchase and care of foods, the preparation of the various dishes in the menu, and the serving of the meal.

Sharing in the planning, preparation, and serving of meals in the home provides many opportunities for the personal development of the teen-age girl.

The attractive appearance of food and the pleasing manner in which it is served, in addition to its palatability, are influential factors in food acceptance.

The person who plans the family's meals influences the family's health and well-being.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

A. APPETIZERS

Concept: Foods that are suitable for appetizers can constitute a significant part of the total diet, since they are used to lend variety and interest to a meal and can be served as refreshment at receptions and parties.

1. Definition

2. Types of appetizers
   a. Fruit
   b. Soups
   c. Relishes
   d. Salads
   e. Sea food
   f. Canapes

3. Accompaniments
   a. Crackers
   b. Bread sticks
   c. Quick bread variations
   d. Rolls

4. Garnishes

5. Etiquette

6. Nutritive value

To guide the pupils in selecting appropriate appetizers for different types of meals, give the class several different dinner and luncheon menus and a list of appetizers and have the class select the most suitable appetizer for each meal. Draw from the discussion a list of guidelines for planning appetizer courses. To reinforce this learning, have the pupils use menu cards and select the appetizer.

Following this practice, have the pupils plan three different types of menus using an appetizer course. Lead the class in evaluating the menus.

Demonstration: The preparation of a variety of appetizers, including: simple canapes, relishes, and fruits. (See the sections on salads and soups for additional suggestions.)

Demonstration: Preparation of simple-to-make accompaniments for salads and soups, including variety of uses for crackers, bread sticks, quick bread variations, and yeast rolls.

Demonstration: Garnishing and serving appetizers; the etiquette concerning the eating of soup, salad, and canapes. Discuss what is meant by "finger foods."

Greer and Gibbs, Your Home and You, p. 217

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Follow-up: Have the pupils recall the foods used for appetizers. Discuss the kinds and amount of food used for a serving. Determine the nutritional value and caloric content of several typical appetizers.

Laboratory experience: Guide the pupils in planning, preparing, and serving an appetizer course of a menu using a soup or a salad with appropriate accompaniments.

Evaluation: Have the pupils evaluate the laboratory experience and the foods prepared in light of the criteria that had been formulated by the class. Use this experience with self-evaluation as an introduction to the evaluations that will follow all laboratory experiences throughout the year. (See page 28 for suggestions.)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

B. SOUPS AND SAUCES

Nutritional Concept: In addition to lending interest and variety to a meal, soups and sauces add nutrients, which vary markedly according to the types of ingredients.

Principles of Preparation: The advantages of preparing soups and sauces from prepared mixes or from basic ingredients are determined by relative costs, time, and quality of the product.

Egg-milk products are more evenly cooked when water (as in the double-boiler) rather than air serves as the heating medium.

Note: SOUPS and SAUCES are grouped together in this section because of the similarity of certain steps of preparation of a number of soups and sauces. The teacher will use her judgment in determining the degree to which instruction in these two elements of meal planning should be combined.

It is not intended that SAUCES be taught separately from the foods they accompany; obviously this study should be planned for different times when the various sauces are needed in the preparation of meal patterns. However, at some appropriate point the class should give attention to sauces in general, so that they can develop an appreciation of the part sauces play in creative meal preparation and the short cuts that are available to the modern cook.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. Sauces a. Uses of sauces in meal planning b. Dessert sauces -- caramel, chocolate, foamy, fruit, custard	After a preliminary discussion of the way appetizing soups and sauces can add interest and appeal to ordinary meals, have the pupils consult cookbooks, magazines, reference books, and pamphlets to see how many varieties and uses of sauces they can find. With the class, list the different classes of sauces (for example, dessert, vegetable, meat) and under these headings list some of the most useful and versatile ones.	Barclay and Champion, Teen Guide for Homemaking, pp. 280, 281

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Sauces for meat and fish -- meat gravy, spaghetti sauce, tartar, barbecue d. Sauces for vegetables -- creamed sauce variations e. Use of prepared mixes f. Variation of nutritional contribution, according to ingredients	Using the list of dessert sauces, identify those that are available commercially and are ready to serve; those sauces that can be prepared by using a commercial mix; and those that are prepared from basic ingredients. Ask the class to make some tentative recommendations regarding the uses for each form of sauce. Demonstration: Preparation of a fruit sauce, a custard sauce, and a sugar base sauce using the basic ingredients. Demonstration: The preparation of a sauce using a commercial mix; the preparation of a home-prepared mix. Follow-up: Compare the products and evaluate the quality of each sauce. Compare the time required for preparation and the cost of each form of sauce. Decide with the class on the recommended use for each form of sauce, considering the quality of the product, the time used in preparation, and the cost. Demonstration: The techniques required for preparing sauces for meat, poultry, and fish. For example: meat gravy, spaghetti sauce, barbecue sauce. Demonstration: The preparation of a tartar sauce to be served with fish. Demonstration: Varying the basic cream sauce recipe for vegetables. Follow-up: Have the pupils include sauces in the planning of menus to be prepared in class.	McDermott and Nicholas, Homemaking for Teen-agers, pp. 509-512

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	To enable the pupils to see how different types of sauces add varying amounts of nutrients and calories to the diet, help them to estimate the nutritive and caloric value of several of the foods prepared in class, both with and without the added sauces.	
2. Soups a. Kinds and uses 1) Bouillon 2) Consommé 3) Cream soups 4) Chowders	Discuss with the class the statement that soup is a universal food. Determine with the class the kinds of soups and identify their uses and place in meals. Discuss the characteristics of soups that are suitable for an appetizer and those of soups used for the main course of a meal. Have pupils determine the caloric content of bouillon, consommé, cream soup, and chowder. Have them determine a fat free soup; a high carbohydrate and fat soup.	
b. Garnishes 1) Croutons 2) Parsley 3) Sour cream c. Etiquette 1) Table service 2) Table manners d. Nutritive value 1) Clear soups 2) Cream soups	Demonstrations: The preparation of a variety of soups; the garnishes used; the procedure for serving and the etiquette observed in eating soups. Follow-up: Have the pupils taste the soups and discuss the characteristics and qualities of each product. Have them compare the characteristics of a soup used for an appetizer and one used for a main course of a meal. Laboratory experience: Planning, preparing, and serving a meal using soup as an appetizer and a menu using a soup as a main course. The meal pattern may also include a dessert with an appropriate sauce that has been previously studied. Help the class determine the nutritional value of the clear soups and the cream soups prepared in class.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

C. BEVERAGES

Nutritional Concepts: Milk is one of the most important of all foods, since it is available in many forms and is rich in calcium, phosphorus, protein, riboflavin, and other essential nutrients.

Coffee, tea, and carbonated beverages are popular because of their peculiar appeals to the taste and their stimulating effects, but they add no nutrients to the diet.

1. Milk
   a. Forms
      1) Whole
      2) Homogenized
      3) Dry
      4) Evaporated
      5) Condensed
      6) Skim
   b. Grades and government regulations
   c. Nutritional value

Arrange a display of the different forms of milk, including whole, homogenized, dry, evaporated, condensed, skimmed, and buttermilk. Have individual pupils or groups report on the way these forms are prepared and their comparative nutritional value. Discuss the uses of the various forms of milk and have pupils taste those forms with which they are not familiar. Compare the cost of each according to its use. Have the pupils make a chart showing this information to be kept for future reference.

Have the pupils investigate the grading of milk to learn how the government regulates the standards of milk and milk products.

Carson and Ramee, How You Plan and Prepare Meals, Ch. 17, 25

Duffie, So You Are Ready to Cook, pp. 53-58.

2. Coffee
   a. Source
   b. Place in diet
   c. Methods of preparation
   d. Ways of serving

Demonstration: The preparation of coffee and tea.

Discuss the place of coffee and tea in the diet as well as the various forms and methods of preparation.

Note: Coffee and tea are not generally accepted as suitable beverages for class meals; however, the common use of these beverages in the home indicates the need for students to understand the preparation of them.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Tea a. Source b. Place in diet c. Methods of preparation d. Ways of serving; accompaniment	Restraint should be exercised in including tea and coffee in menus except when entertaining adults. If coffee or tea is used in a menu, it should be used specifically for instructional purposes.	
4. Carbonated beverages a. Kinds b. Uses c. Nutritional value	Identify with the class the kinds of carbonated beverages available for the consumer. Have the pupils examine the labels on the containers of several kinds of carbonated beverages, in a food market or at home, to determine the contents. Help them determine the nutritional contents of a carbonated beverage and compare it with a fruit or milk beverage. Discuss the significance of "empty calories." In preparation for entertaining at a later time, discuss the uses of carbonated beverages in the preparation of punch.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

D. BREADS

Nutritional Concept: The enrichment of flour and the inclusion of other nutritious foods in various bread products increase the nutritional value of breads in the diet.

Principle of Preparation: Since bread and bread products may be prepared and purchased in many forms, a knowledge of appropriate ways to use the various types and of how to prepare quick breads is valuable to the homemaker.

Classification a. Quick bread b. Yeast bread	To review the types and uses of leavening agents, have the pupils identify the differences between various types of quick breads and yeast breads and list some kinds of bread products in each of the classes of bread. Review with the pupils what they learned in the eighth grade concerning the preparation of quick breads.	Barclay and Champion, Teen Guide to Homemaking, pp. 318-321, 48-52, 55-59 Carson and Ramee, How You Plan and Prepare Meals, Ch. 22 Fleck, Fernandez, and Munves, Living with Your Family pp. 133-136
Nutritive value a. Principal nutrient b. Calories	Have the pupils determine the nutritive value of individual serving of breads and keep a record of this information for future use. Display a drawing of a grain of wheat and discuss with the pupils the parts of the grain of wheat that are used in making flours. Have the pupils examine packages of flour to observe whether the flour has been enriched. Have the pupils read reference books, articles, and pamphlets to learn how flour is enriched and why it is important. Clarify through discussion the reasons for enriching flours.	
Forms in which bread may be purchased a. Ready to serve b. Prepared mix c. Ready to bake	With the pupils compile a list of the forms in which bread can be purchased.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Demonstration: The ways in which the homemaker can use a commercially prepared bread for family meals.

Demonstration: The preparation of baking powder biscuits using basic ingredients, showing a variety of ways that baking powder biscuit dough can be used; for example: quick cinnamon rolls, fruit and nut swirls, topping for chicken or meat pies, dumplings for stew, coffee cake, pizza, and pigs in blankets.

Laboratory experience: Have the pupils prepare baking powder biscuit variations.

Demonstration: Muffin variations; for example: bran or orange muffins.

Follow-up: Have the pupils plan three meals -- breakfast, lunch, and dinner -- using a quick bread variation.

Laboratory experience: Have the pupils prepare muffin variations.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

E. SALADS

Nutritional Concept: Salad greens, being high in Vitamins A and C, low in caloric value, and available in wide variety, add much to the nutritional value and attractiveness of meals.

Principle of Preparation: Although gelatin salads are easy to prepare as well as versatile and nutritious, the high quality of the product depends upon careful attention to proportion of liquid to gelatin, adequate chilling, and correct handling and combining of other ingredients.

1. Salad greens a. Importance in diet b. Types: lettuce (various kinds), endive, romaine, watercress, parsley, spinach	To review with the pupils what they learned about salads in the eighth grade, have a group prepare a classroom display of pictures or models of different types of salads and have the class identify each according to the basic food type it represents and its most appropriate place in the meal. Review with the pupils what they learned in Grade 8 about selection and care of salad greens. Demonstration: The preparation of different types of salad greens: lettuce, endive, romaine, watercress, parsley, and spinach.	Carson and Ramee, How You Plan and Prepare Meals, Ch. 14 Duffie, So You Are Ready to Cook, pp. 90, 91 Hatcher and Andrews, Today's Home Living pp. 238-241
2. Salad dressings a. French b. Mayonnaise c. Cooked dressing	After the pupils have observed the filmstrip, Song of the Salad, have them identify the kinds of salad dressings and make a list of suggestions for varying salads. Demonstration: The preparation of basic salad dressings and ways in which they can be varied. Include: French dressing, mayonnaise, and a cooked dressing. Laboratory experience: Preparing and serving a green salad with an appropriate dressing.	Filmstrip: H. J. Heinz Co., Song of the Salad

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Gelatin salads a. Kinds b. Methods for making c. Service	Arrange a display of pictures showing colorful and imaginative ways to serve gelatin salads to stimulate pupils to discuss ways of using this type of salad. Have the pupils study reference books, magazines, and commercially prepared material to learn the many uses of gelatin salads and to obtain ideas for serving them. From their reading have the class define the term gelatin and identify the properties and characteristics of gelatin and gelatin products. Help the class develop a list of the kinds of vegetables and fruits that are sometimes added to gelatins for salad. Demonstration: The conventional and the quick-set methods of preparing gelatin; technique for adding fruits and vegetables to gelatin.	
..Garnishes a. Appetite appeal b. Equipment	From their reading and examination of the salad display have the class suggest garnishes that are appropriate for gelatin salads and ways they can add to the eye appeal of the salad. Demonstration: The use of equipment sometimes used in preparing garnishes, including: peelers, knives, shredders, nut choppers, and a melon ball scoop. Have pupils practice using these pieces of equipment. Display pictures of attractively served gelatin salads, showing the appropriate china and utensils. Identify the kinds of china, utensils, and silverware needed for service.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Demonstration: The preparation and arrangement of greens used as the base for a salad. Show the techniques used in unmolding gelatin salads on greens. Arrange the table setting appropriately for the serving of the salad. (Encourage pupils to participate as a shared demonstration-practice lesson.)

Laboratory experience: Preparing and serving a gelatin salad, with a quick bread and beverage.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

F. FRUITS

Nutritional Concept: Fruits, which are available in a wide variety of fresh, canned, frozen, and dried forms, are important sources of several vital nutrients, including vitamins C and A, calcium, and iron.

Principle of Preparation: To retain vitamin C and prevent darkening and deterioration of flavor, fruits should be prepared immediately before serving or cooking to avoid excessive exposure to air.

1. Fresh fruits
   a. Nutritional value
      1) Vitamin C
         a) Function
         b) Daily requirements
      2) Vitamin A
         a) Function
         b) Daily requirements
      3) Iron
         a) Function
         b) Daily requirements
      4) Roughage
   b. Selection and storage
   c. Preparation for serving
   d. Principles of cookery
   e. Ways of serving
      1) Baked
      2) Stewed
      3) Pie filling

Have the pupils compile a chart listing the common fresh fruits and the vitamin and mineral content of an average serving. Include in the chart the following information: name of food item, size of servings, calcium, iron, vitamin A, and vitamin C. Have the pupils compare the nutritional value of different fruits. Then a comparison may be made of the nutritional values of several fruits in their fresh, canned, and frozen forms. A copy of this information should be saved by the pupils for future reference and study.

Carson and Ramee, How You Plan and Prepare Meals, p. 168

McWilliams, Nutrition for the Growing Years, pp. 64-66

After the pupils have observed a demonstration of the contrast in the appearance of good quality fruit and poor quality fruit, have them read in reference materials to learn how fresh and canned fruits are graded. Then show the pupils examples of various grades of fruit and help them make a list of the distinguishing characteristics of the grades.

Assign a committee to obtain current prices of several common fruits in different forms (fresh, frozen, canned) and report to the class on comparative costs. Decide with the class the best use for each form.

White, You and Your Food, Ch. 9

Demonstration: The preparation of a baked fruit and a stewed fruit.

SCOPE	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Dried fruits a. Kinds b. Uses c. Methods of preparation d. Nutritional contribution 3. Frozen fruits a. Use in relation to cost b. Storage and thawing	Demonstration: The appropriate storage of fresh fruits. Review with the class the principles underlying the techniques for handling different fruits. After a brief discussion to see how familiar the pupils are with the variety and uses of dried fruit, have them read resource books and pamphlets to find answers to questions raised in the discussion. Help the class develop a list of fruits that are dried and some of their uses. Identify the primary nutrients derived from dried fruits and have the pupils determine the caloric content of those dried fruits in common use. Demonstration: The preparation of one or more kinds of dried fruit; the storage of dried fruits. Incorporate the use of a dried fruit in a meal to be prepared by the class. Have several volunteers "shop" two or three well supplied food stores to learn how many kinds of frozen fruits are available to the consumer, and the current prices. Help the class determine the primary nutrients and caloric content of the fruits reported on. On the basis of all these findings, have the class discuss the factors to be considered in buying frozen fruits. Demonstrations: The appropriate storage of frozen foods; the procedure to be followed in thawing fruits in order to retain food value, color, and form of the product. In contrast, show what happens to frozen fruit if it is neglected. Demonstration: Uses of frozen fruits; for example: compotes, fruit toppings for desserts, added to fruit punch.	Carson and Ramee, How You Plan and Prepare Meals, pp. 170, 179

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

G. VEGETABLES

Nutritional Concept: Besides providing variety to meals through their color, textures, and flavor, vegetables are an important source of vitamins, minerals, protein, and carbohydrates.

Principle of Preparation: Since some of their vitamin and mineral content are water soluble, and since their flavor, texture, and nutrients are affected by heat, vegetables should be cooked for as short a time as possible in a small amount of water, and the remaining liquid should be utilized wherever possible.

1. Green, leafy, and yellow vegetables
   a. Nutritional value
      1) Vitamins
      2) Minerals
   b. Selection of fresh vegetables
   c. Forms of vegetables
      1) Fresh
      2) Canned
      3) Frozen
      4) Dried
   d. Principles of cookery to retain flavor and nutrients
   e. Variations in preparation
      1) Casserole
      2) Glazed
      3) Others
      4) Seasonings

Arrange a bulletin board display of pictures of a variety of vegetables. Compile a list of vegetables commonly included in the family meals of the members of the class and then a list of vegetables that are less frequently used. Use these findings to stimulate a discussion of food patterns and food habits. Emphasize the need for eating a variety of foods and the enjoyment which comes from learning to eat new foods and having different food experiences.

Have the pupils determine the primary nutrients and the caloric content of the vegetables in the class's list of commonly eaten foods. Chart the nutrients supplied by a number of different vegetables and the kind of vegetable and the number of servings necessary for meeting the daily nutritional requirements. Have the pupils draw conclusions about their own use of vegetables.

Discuss with the class the distinguishing characteristics of good quality vegetables. Make a chart giving points to look for in the selection of vegetables.

Encourage pupils to visit a food market to compare the cost and quality of fresh vegetables.

Barclay and Champion, Teen Guide to Homemaking, pp. 312-314

Greer and Gibbs, Your Home and You, pp. 126-127, Ch. 9

U. S. Department of Agriculture, Composition of Foods, Raw, Processed, Prepared - Handbook No. 8

White, You and Your Food, Ch. 13

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Potatoes and other starchy vegetables a. Nutritional value 1) Carbohydrates 2) Vitamin A 3) Vitamin C 4) Iron 5) Protein b. Selection c. Ways of serving 1) Souffle 2) Casserole 3) Stew d. Preparation of potato substitutes 1) Casserole 2) Main course	Demonstration: The preparation of a variety of vegetables that may supply the pupil with newer insights into the uses of vegetables in daily meals. Discuss the reasons for cooking most vegetables in the smallest amount of water and for using in other dishes the liquid remaining after cooking. Laboratory experience: Preparation of several vegetables in each of the different forms in which they may be purchased, using a variety of seasonings. (Each unit kitchen group will select a different vegetable to prepare.) Use a buffet type service for serving the food so that the entire class can sample the various dishes. Follow-up: After the pupils have tasted the different vegetable dishes, conduct a discussion in which they compare qualities, tastes, colors, and textures. Demonstration: Preparation of a starchy vegetable other than potatoes. Compare the nutritional value of the dish prepared in the demonstration with that of various potato dishes. Discuss the uses appropriate to dishes using starchy vegetables. A variety of vegetables may be used in menus throughout the study of foods and nutrition.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

H. EGGS

Nutritional Concept: Eggs add proteins, fats, vitamins A and D, iron, and phosphorus to the many types of foods and dishes in which they can be utilized.

Principles of Preparation: In general, eggs and egg mixtures have a desirable tender texture when the cooking temperature is relatively low and the cooking time is kept to a minimum. Since eggs have numerous uses in food preparation, the different grades and sizes of eggs can be used in ways appropriate to their quality.

1. Nutritional value
   a. Protein
   b. Iron
   c. Vitamin D

2. Selection
   a. Grade
   b. Size
   c. Color

After a preliminary discussion in which the pupils review what they learned in the eighth grade about the uses and value of eggs in the total diet, have them read in resource materials for more detailed information. Diagram the structure of an egg and have the pupils indicate the various parts and state the nutritional content.

Have the pupils read the information recorded on an egg carton to see how well they can tell what it should mean to the consumer. Then discuss with the pupils the grading of eggs, the grade designations, and the factors affecting the grade and the quality of eggs. Show examples of graded eggs, including AA, A, and B. Point out the characteristics of grades of broken and cooked eggs.

After the pupils have observed the characteristics of the different grades of eggs, help them develop a list of recommended uses of different grades of eggs.

Cronan and Atwood, Foods for Homemaking, Ch. 8, pp. 240-242, 457-462B

Eggs: Buying Guides for Consumers, Bulletin #26, U. S. Government Printing Office

Carson and Ramee, How You Plan and Prepare Meals, Ch. 18

White, You and Your Food, Ch. 7, pp. 67, 78

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Uses in food preparation a. Leavening agent b. Thickening agent c. Meringue d. Coating foods e. Addition of texture and flavor f. Binder	Demonstration: The preparation of an omelette. Discuss the principles of cookery and the techniques involved in making a successful omelette. Laboratory experience: Planning and preparing a menu using an omelette. Demonstration: The preparation of a recipe using a meringue topping. For example: As a part of the total experience, prepare a rice custard or other type pudding using egg yolks, with a meringue topping.	
.. Methods of preparation a. Omelette b. Meringue c. Hard-cooked	Demonstrations: The preparation of hard-cooked eggs, with emphasis on the correct temperature and cooking time; the cooling, peeling, and storage of hard-cooked eggs; the variety of ways of using hard-cooked eggs, including: salads, sandwich fillings, deviled eggs, and garnishes. Plan for the use of meringue desserts and hard-cooked eggs in menus for subsequent laboratory lessons.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

I. MEATS, POULTRY, FISH

Nutritional Concept: Although some types are relatively high in price, meats, poultry, and seafood make a valuable contribution to the diet, being rich in complete proteins, vitamin A, niacin, riboflavin, thiamine, phosphorus, and iron, and, in the case of certain seafoods, low in carbohydrates.

Principle of Preparation: Since proteins are hardened by high heat, less tender meats and poultry, which require long cooking to soften the connective tissue, should be given moist-heat cooking at low temperatures; fish and tender meats and poultry, which contain smaller amounts of connective tissue, may be given shorter dry-heat cooking at low-to-moderate temperatures.

1. Beef
   a. Nutritional value
   b. Less tender cuts
      1) Selection
      2) Preparation
         a) Moist heat cookery: stewing, boiling, braising
         b) Serving

To stimulate a discussion of meat, especially beef, have several pupils arrange a bulletin board display of pictures of meat prepared for family meals.

Discuss with the class the role of meat in the diet. Have the pupils list the principal nutrients in beef after consulting charts and reference books. Pupils may record this information for future reference.

Have the pupils examine charts and actual cuts of meat to identify the characteristics of good quality beef. Have them record these characteristics for future reference. Encourage individuals to look at beef displayed in meat markets to further their knowledge of the visual qualities of beef.

Discuss with the pupils the meaning and importance of government inspection of meats. Guide them in learning the different grades of beef.

To help the pupils distinguish the difference between a tender cut of meat and a less tender cut, display a representative cut of each quality. Emphasize the relationship of the grade of meat and cut to the choice of cooking method.

Barclay and Champion, Teen Guide to Homemaking, Ch. 15

Carson and Ramee, How You Plan and Prepare Meals, Ch. 19, 20

Cronan and Atwood, Foods in Homemaking, Ch. 6, Resource File, pp. 432-457

Greer and Gibbs, Your Home and You, Ch. 10

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Demonstration: The preparation of a tender cut of meat and a less tender cut of meat. Emphasize the principles of cookery for each preparation and have the pupils taste and evaluate each product. Laboratory experience: Preparing and serving a menu using a less tender cut of meat. This menu may include meat cooked by a moist method of preparation, such as stew, meat pies, braised beef. Also include vegetables, salads, appropriate sauces, bread, and dessert. The number of food items will depend upon previous laboratory study, the time allotment, and the cost. For variety in meal service experiences, have each unit kitchen group use English family style service, clarifying and practicing the role of the host and hostess in serving the food at the table.	
3. Poultry a. Nutritional value b. Selection c. Preparation 1) Cookery 2) Serving	After the pupils have studied reference assignments, cookbooks, articles, and pamphlets for background information, discuss the uses and value of poultry in meals. Primary emphasis will be on chicken. Include in the discussion the characteristics of different grades of chicken and the uses recommended for these grades; for example, frying, roasting, broiling, or stewing. After explaining the amount of chicken to buy per serving for various modes of preparation, have the pupils determine the quantities and grades they would purchase for fried (or roasted, stewed, etc.) chicken for their own families. Demonstration: The preparation of a chicken, including the disjointing of parts of the chicken for oven frying or barbecuing. Complete the process of cooking and show ways of garnishing and serving the dish.	Cronan and Atwood, Foods in Homemaking, Ch. 8 Carson and Ramee, How You Plan and Prepare Meals, pp. 284-291 White, You and Your Food, Ch. 20, 21

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Laboratory experience: Planning, preparing, and serving a buffet or picnic type meal including chicken. The menu may include an appropriate combination of foods according to the pupils' previous experience, the class time available, and the cost of the meal.	
3. Fish a. Nutritional value b. Selection c. Preparation 1) Cookery 2) Serving	Have the pupils visit seafood stores or well stocked food markets, or examine advertisements in the foods sections of the daily papers, to find out what kinds of fresh, canned, and frozen seafoods are currently available. Have the class use their findings to draw up a list of these seafoods, designating which ones are local. See how many are familiar to members of the class. Use this discussion to stimulate curiosity about unfamiliar seafoods and seafood recipes and to motivate background reading. Have the pupils read assignments in reference books and pamphlets to prepare for a discussion of the contributions of seafood to the diet. Have the pupils examine a good quality fish and draw up a list of characteristics to look for in selecting fish. Demonstration: Broiling fish fillet; garnishing and serving fish. Laboratory experience: Planning, preparing, and serving a family meal including fish and appropriate vegetables, salads, bread, and dessert to complete the menu. It is suggested that the preparation of fish in the laboratory lesson should be confined to boneless fish fillet.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

J. FATS

Nutritional Concept: A certain amount of fat is required for healthy bodily function, but too much fat in the diet may contribute to excess weight and other conditions that endanger health.

Principle of Preparation: To prevent decomposition of fats and insure the palatability of the foods with which they are used, fats must be stored at appropriate temperatures and must not be overheated during food preparation.

Note: Throughout the study of foods and nutrition many opportunities for reinforcing learnings about fats will be evident. However, a systematic approach to learning about fats may help pupils to have a better understanding of high-fat foods and give them some background for understanding numerous references to fats in advertisements and in magazine and newspaper articles.

Fats in the diet
a. Butter and margarine
b. Animal fats
c. Oils

. Sources of fat
a. Animal -- saturated
   1) Beef
   2) Pork
   3) Milk
   4) Chicken
b. Plant -- unsaturated
   1) Corn
   2) Peanuts
   3) Soybeans
   4) Olive

Since fats are not a topic of immediate interest to many teenagers, stimulate an initiatory discussion by displaying a variety of foods with high fat content and a variety of refined fats and oils. Have the pupils try to identify the foods with the highest fat content and to name the sources of the various fats and oils.

After the pupils have read reference books, articles, and pamphlets on the subject of fats, classify fats according to their sources and their uses in food preparation. Use the display to reinforce a discussion of animal fats and of plant fats.

Have the pupils recall from their reading the function of fats and make note of this information for future reference and study.

McDermott and Nicholas, Homemaking for Teenagers, Bk. 1, p. 262

Peyton, Practical Nutrition, Ch. 4

White, You and Your Food, Ch. 22

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Function of fats a. Source of energy b. Aid to nutrition c. Contributor to palatability of foods d. Storage of excess in body	Have the pupils read reference material to learn the caloric content of fats and the recommended amount suggested for school children and young adults. Discuss with the pupils the reasons for seasoning vegetables with butter or margarine and the addition of salad dressings to salads and other vegetables. Decide with the pupils if this is a good nutritional practice. Why would this practice be applied to yellow and green vegetables?	
4. Nutritional contribution a. High caloric content 1) Carries 9 calories per gram 2) Recommended per cent of total daily calorie consumption -- 20 - 35%	Have the pupils consult books, pamphlets, and articles on diet studies as they relate to fats. Have them report on their reading, including the source of the information, the place the research was carried out, the significant details of the study, and the findings reported.	
b. Aid to nutrition 1) Carries fat-soluble vitamins A, D, E, and K 2) Participates in the absorption of nutrients from the intestinal tract	Have the pupils read the American Heart Association Recommendation, 8 Point Dietary Program Urged for All Americans. Discuss with the class the major points emphasized in this report. Have pupils make a list of these suggestions for future reference and study.	American Heart Association, 8 Point Dietary Program Urged for All Americans
c. Weight control 1) Effect in weight gaining 2) Limiting for weight loss	Clarify the definition of saturated fats and polyunsaturated fats. List examples of fats used in daily meals that are included in each category. Guide the pupils in learning what is meant by cholesterol, where it is found in the body, and what is meant by cholesterol level.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
d. Nutritional studies 1) National Diet-Heart Study 2) American Heart Association recommendations	To summarize some of their conclusions, have the class develop a list of suggestions about the inclusion of fats in the diet, both for the teenager and for the homemaker who plans meals for the family.	
5. Fats in food preparation a. Enhances flavor of cooked and baked foods b. Tenderizes baked products c. Prevents burning and sticking in frying	Demonstration: The cooking of vegetables, both with the addition of butter or margarine and without. Have the pupils compare the flavor. Demonstration: The preparation of a pastry made of flour, salt, solid fat, and liquid, to show what is meant by tenderizing a baked product. When the pastry is baked have the pupils examine the pastry for tenderness and flakiness. Emphasize the principles and techniques involved in preparing pastry of good quality. Demonstration: Use of fat in pan frying: amount of fat to be used and recommended temperature for frying.	
6. Care and storage of fat a. Temperature control when used b. Cold storage	Discuss with the class reasons for controlling temperature when using fat and recommended procedures. Discuss with the pupils the decomposition of fat due to improper storage. Define what is meant by rancid fat. Suggest the appropriate storage of fats.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

K. DESSERTS

Nutritional Concept: Although desserts usually add unneeded calories to the diet of most Americans, they also provide a means of adding various nutrients and a palatable conclusion to the meal.

Principle of Preparation: Cakes and pastries of good quality are the result of precise measurement, proper selection of shortening, appropriate mixing and handling of dough or batter, and correct baking temperatures.

1. Cake
   a. Methods of mixing butter cakes
   b. Tests for doneness
   c. Standards for judging
   d. Nutritive value

. . Frosting
   a. Uncooked
   b. Boiled
   c. Sauces

After an initial discussion of the way desserts can provide wholesome satisfaction to the family's "sweet tooth," ask the pupils to consider the impact on the budget of regularly purchasing good quality cakes and pies. (If the class is unaware of the costs of commercially baked goods that are comparable to home-baked ones, have a small group investigate current prices and report to the class.) Discuss other reasons besides costs why the art of making cakes and pies and other special desserts is a prized one.

Demonstration: The preparation of cake made by the one-bowl cake method; an uncooked frosting and a sauce that would be appropriate for the cake.

Follow-up: Help the class formulate a list of characteristics of a butter-type cake of good quality.

Note: The one-bowl method of preparing a cake and uncooked frosting are reviews of eighth grade baking techniques and experiences. The addition of the dessert sauce will be a new learning and experience.

Demonstration: The preparation of a cake using the butter method of mixing.

Carson and Ramee, How You Plan and Prepare Meals, pp. 338, 340, 351, 358, 537, 540, 546

Cronan and Atwood, Foods in Homemaking, p. 332

Pollard, Laitem, and Miller, Experiences in Homemaking, pp. 169-170

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Follow-up: A comparison by the class of the products of the two methods. Laboratory experience: Baking and serving a butter-type cake with a fruit, custard, or a sugar-base sauce. Follow the procedure for serving the dessert course for a dinner. Have the pupils determine the nutritive value of the cake alone, of cake with frosting, and of cake with sauce.	
3. Pastry a. Use of solid and oil shortening b. Techniques for mixing and rolling c. Uses for pastry dough d. Standards for good quality pie crust e. Nutritive value	Review with the pupils the pastry lesson taught in association with the study of fats. Demonstration: The preparation of a pastry made with a solid shortening. Emphasize the techniques involved in cutting in the shortening, blending, shaping, and rolling the pastry to pies and tarts. Demonstration: The preparation of a pie crust using an oil. Follow-up: Compare the two pie crusts as to quality, time, and cost.	
4. Pie fillings a. Fruit fillings b. Custard fillings	Demonstration: Other uses of pastry dough, including topping for casseroles and meat pies, as well as imaginative pie trimming. Have the pupils practice making pastry as a skill lesson and use the product to make pastry wafers, cut outs, and appetizer sticks. Demonstration: The preparation of pie fillings, including fruit filling and cream filling.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Develop with the class a list of distinguishing characteristics of a pie of good quality.

Have the pupils determine and compare the nutritive value and caloric content of fruit pies, custard pies, and cream-filled pies.

To help the pupils recognize the appropriateness of different types of pie for different types of meals, review the question of selecting suitable desserts. Have the pupils examine menu cards of meals including desserts to see if the dessert is appropriate for the meal. Have the pupils list suggestions for improving the menus.

Laboratory experience: Preparing and serving a pie for a dessert course. The choice of the kind of pie will be determined by the eighth grade experience, the time allotment, and the cost.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

L. TEEN ENTERTAINING

Concept: Adequate planning, a familiarity with the responsibilities of a hostess, and a genuine desire to bring pleasure to one's friends can make even simple entertaining a real pleasure and a worthwhile means of self-expression.

1. Entertaining teenage friends
   a. Advantages of parties at home
      1) Fewer expenses
      2) Opportunity for family to meet friends
      3) Comfortable, personal atmosphere of home
   b. Planning of parties
      1) Obtaining parental permission
      2) Issuing invitations
      3) Planning decorations
      4) Preparing menu
      5) Arranging entertainment
      6) Providing for safety

Arrange for a panel of pupils to discuss the topic, "Parties at Home." As a summary for the panel discussion, have a pupil write on the chalkboard the suggestions given by the panel for holding parties at home.

After discussing with the class the importance of issuing appropriate and thoughtfully planned invitations, have the pupils consult etiquette books and other resources to find the kinds of invitations and the information that should be included.

Have the pupils examine samples of written invitations. Ask the class to make up several different types of parties and have different groups compose invitations for them. Guide the pupils in practicing giving oral invitations for the same parties in person and by telephone.

Discuss with the pupils the importance of appropriate acceptance of oral and written invitations. Have the class compose answers to the invitations prepared in the previous activity. Also discuss the obligation assumed in accepting an invitation.

Barclay and Champion, Teen Guide to Homemaking, Ch. 10

Cronan and Atwood, Foods in Homemaking, Ch. 11

Pollard, Laitem and Miller, Experiences in Homemaking, Ch. 10

Scholastic Book Services, Party Perfect

White, You and Your Food, Ch. 27

Filmstrip: Parties Are for Pleasure, available from Home Economics Office

2. Entertaining other friends and acquaintances
   a. Types of entertainment

After a discussion of the making and acknowledging of introductions, have groups of pupils practice introducing each other, acknowledging the introductions, and beginning conversations. Have the class suggest the responsibilities of the hostess in introducing her guests to each other.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1) Buffets 2) Teas b. Planning for service 1) Table settings 2) Types of food c. Responsibilities of hostess d. Responsibilities of guests	Have a group dramatize a situation involving an inadequately planned party. Organize a reactor panel of pupils to make suggestions for improvement. After the pupils have seen the filmstrip "Parties Are for Pleasure," have them identify important factors in successful party planning. Guide the pupils in planning a luncheon or a tea, to provide opportunities for the pupils to have experiences with entertaining. The plans should designate the role of responsibility for individuals, including: Formulating a guest list Writing invitations Preparing and serving food Arranging the table setting Greeting the guests Entertaining the guests Cooperating with the cleaning in preparation for the party and after the party. Discuss and demonstrate the responsibilities of the host and hostess and clarify these roles for the class parties. Note: A luncheon and/or tea to which adult guests are invited may be considered when the pupils have developed sufficient social poise and confidence to be comfortable in the situation and gain satisfaction from the experience. This party would be an added experience and should not be interpreted as a requirement of the course.	

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TEXTILES AND CLOTHING

Introduction

Suggestions for Clothing Laboratory Management

Significance of Textiles and Clothing

Artistic Elements of Textiles and Clothing

Construction

Resource Pages

Bibliography

TEXTILES AND CLOTHING

INTRODUCTION

The aims, scope and organization of the ninth-grade study of clothing and textiles closely parallel those of the eighth-grade study. Sequential learning experiences have been designed to build upon the basic understanding and skills learned in the previous grade. Periodic review, therefore, is essential, particularly in such skill areas as the use of the sewing machine.

A major portion of the unit is devoted to the actual construction of a garment following a commercial pattern. Although current style should be taken into consideration in the area of pattern selection, special care should be exercised throughout the unit to maintain the emphasis on specific construction experiences designed to continue the sequence of learnings which began in the eighth-grade unit. For example, at the eighth-grade level, pupils study grain in fabric with laboratory experiences to develop the concept of grain perfection; and in grade nine, projects are constructed to reinforce this learning. Eighth-grade pupils construct a skirt using a commercial pattern and employing the construction techniques of marking, staystitching, seaming, lap-method zipper insertion, skirt band finish, hems, and pressing; and ninth-grade pupils should construct a shift or jumper using a commercial pattern and employing: darts, facings, interfacings, lap-method zipper, fitting, hems and pressing.

To effectively carry through this design of sequential learnings focusing on specific construction techniques, the teacher should select only three or four patterns from which the class should select not more than two patterns with like learnings. Limiting in this manner will not only emphasize the instructional nature of the clothing unit, but will also allow the teacher to make more effective use of time spent on individual help to pupils.

It is anticipated that pupil interest will be maintained through a focus on individual expression as a result of background knowledge and application of principles of color, design and texture. More comprehensive clothing construction projects at the ninth-grade level offer opportunities for learning new and more detailed skills. The study of textiles is broadened to include man-made fibers, although pupils continue to work with firm cottons or cotton blends in order to avoid construction problems arising from difficult fabrics.

General consumer information is stressed at all points in the study of clothing and textiles. Increased stress upon using knowledge and skill for individual expression will result in a greater appreciation of good workmanship and a greater understanding of consumer information.

SUGGESTIONS FOR CLOTHING LABORATORY MANAGEMENT

A. Class Organization

1. Members of the class are seated at tables by an assigned arrangement.

2. The teacher assigns sewing machines by number. It is advisable to post a list of the names of pupils using each machine.

3. Each girl selects a work partner. Two girls may work together in the clothing construction activities, such as taking measurements, laying patterns on fabric, and fitting and altering garments.

4. Only one girl is allowed at a sewing machine at one time.

5. Each girl is assigned a tote box for her sewing equipment and supplies.

B. Pupils' Equipment

1. Each girl furnishes her own sewing equipment, such as scissors, bobbins, thimble, tape measures, pins, needles, and thread, as well as the pattern and fabric for her project. In the clothing classes in the senior high school, it is recommended that each girl supply her tracing wheel and paper; but in the junior high school these supplies are provided.

2. A definite date should be agreed upon for bringing in equipment and supplies for projects. This assignment should be carefully checked by the teacher.

3. All supplies should be labeled with the pupil's name and section number. To help prevent frustrating loss, the pattern envelope and all pieces of the pattern including the guide sheet should also be marked.

4. Each pupil is responsible for her own equipment and supplies, which she keeps in her tote box.

5. The tote box should be arranged in orderly fashion, with the small equipment kept in a small cardboard box.

6. Both pupils and the teacher should inspect the tote boxes periodically for neatness and orderliness.

7. Tote boxes should not be left on top of the sewing tables while the pupils are at work. The small equipment box may be removed from the tote box and carried wherever the pupil's work requires.

8. Bobbins may be purchased at the school store.

C. Patterns

1. Advanced planning of new construction projects several weeks before they are started helps to insure that each girl will have the pattern and necessary materials when needed.

2. In beginning classes of clothing construction, it is well to limit initial pattern choice to one or two styles in which the techniques are similar. Variety may be obtained through different fabrics and trimmings. In such classes, it is often a good idea to combine the pattern order for the entire class and place the order well in advance of actual class need. Local stores stock a limited number of each size of any pattern.

3. The choice of the second and successive projects may be determined by the ability, needs, and interests of individual pupils.

D. Demonstrations

1. Class or group demonstrations in a step-by-step procedure should be given for all techniques new to the class.

2. The teacher should make a garment of the same type that the class is working on, keeping one step ahead of the class. This is particularly helpful with beginning classes.

3. The demonstration garment should be available for class examination.

4. Illustrative material should be developed and made available to the pupils. This material may be displayed on the bulletin board or be placed in sample folders for pupil referral.

5. Helpful suggestions for giving demonstrations may be found on pages 10-11 under General Suggestions for Effective Use of Instructional Techniques.

E. Supplementary Projects

Assignments should be available for girls who are late bringing in materials or for girls who complete projects early. They may prepare special reports, clip magazine materials for files, or undertake housekeeping duties.

F. Progress Charts (See types of progress charts on pages at the end of this unit.)

Some form of progress chart or record should be kept in the clothing construction classes. Steps in the construction of the project and a tentative time schedule for each step should be developed. Each step should be checked by the teacher.

G. Class Projects

1. It may be necessary to vary class projects within a class or between classes because of the differing abilities of the pupils or the varying time schedules for the classes.

2. All sewing should be done in the classroom. If, because of an extended illness, a pupil needs additional time for work, the teacher may give her permission to work outside of the class period if it is clearly understood how much work may be done. It is well to put this in writing, and the teacher should check carefully on this outside work.

3. All projects that have been started should be finished.

HOME ECONOMICS
Grade Nine

INSTRUCTIONAL AREA: Textiles and Clothing

GENERALIZATION: The confidence and poise that are gained from being appropriately dressed depend upon one's ability to identify suitable personal goals and to establish criteria for determining individual standards of clothing selection, construction and care.

CONCEPTS:

Textiles and clothing are significant as resources which can be controlled to achieve one's needs, values, and goals.

Textiles and clothing may be a source of beauty and artistic expression.

Clothing construction is enhanced by knowledge of textiles, equipment, and quality workmanship.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
I. Significance of textiles and clothing		
Concept: Textiles and clothing are significant as resources which can be controlled to achieve one's needs, values, and goals.		
A. Physical protection	Collect color pictures showing people from several periods of history as well as the present day and arrange the collection on a bulletin board.	Vanderhoff, Clothes: Part of Your World, pp. 2-13
B. Personal expression		
1. Self-adornment	Discuss the similarities of clothing design remaining in the present which have been carried on or revived from the past.	
2. Status		
3. Role	Have pupils examine the display of pictures and identify items of clothing being worn.	
4. Sex identification	Discuss with pupils the following questions: -How does clothing help in reaching one's goals? -What occupations are strongly identified by clothing? -What is a uniform?	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

-What is meant by role identification through clothing?
-How does clothing reflect personality?

Have pupils itemize articles of clothing under the following headings: for physical protection, for self-adornment, for status, for group role, for sex identification.

II. Artistic elements of textiles and clothing

Concept: Textiles and clothing may be a source of beauty and artistic expression.

A. Color

1. Classification

a. Warm

b. Cool

2. Color harmonies

a. Monochromatic

b. Analogous (adjacent)

c. Complementary

d. Triad

e. Neutral

Have the class discuss "first impressions." Ask pupils to respond to the question: "What do you notice first about a new acquaintance?"

Have the pupils write a paragraph on "The Importance of Clothing to the Individual."

Have pupils read references on color for review and for background information. Review with pupils the classification of color.

Using the color wheel illustrate for the pupils the classification of color. Explain to pupils the reason for the placement of the colors on the wheel and the color relationships to be found on the wheel.

Identify and define new terms that are associated with study of color. Use poster paint to further illustrate to pupils color classification and color harmonies.

Vanderhoff, Clothes: Part of Your World, pp. 58-64

McCall's, Step-by-Step Sewing Book, pp. 6-7

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
3. Choice of color a. Fashion b. Size c. Personality d. Season e. Age	Encourage pupils to use their knowledge of color in selecting harmonies in fabric and clothing. Have pupils bring swatches of fabric to class to illustrate various color harmonies. Have pupils use color analysis collars to determine the colors that are most becoming to them. Have pupils read references about the factors that may influence the choice of colors. With the help of the class compile a list of the factors on the chalkboard.	Pollard, Laitem, Miller, Experiences in Homemaking, pp. 254-267 Hatcher and Andrews, Guide for Today's Home Living, pp. 348-352
B. Design of clothing 1. Types	Arrange a display of pictures of current teenage fashions from newspapers and magazines that will illustrate types of designs in fashions.	Vanderhoff, Clothes: Part of Your World, pp. 64-68
2. Lines and shapes	Using the chalkboard, draw basic lines of several garments (for example: "A" line). Discuss with the class how the line of a garment suggests an optical illusion. Have each pupil identify a figure problem and explain the use of a line in design that draws attention away from the problem. Have pupils collect pictures from magazines in the department to illustrate probable solutions to problems. (It is important for the pupil to learn to make decisions concerning all types of optical illusions in clothing design choices.)	McCall's, Step-by-Step Sewing Book, pp. 3-6 Hatcher and Andrews, Guide for Today's Home Living, pp. 353-354 Bishop and Arch, The Bishop Method of Clothing Construction, revised, p. 251

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
C. Texture	Have pupils read the reference on texture to clarify the characteristics of fabric surface; for example, rough or smooth, soft or crisp, shiny or dull, etc. Discuss the effect that various textures have on the appearance. Have pupils discuss the effect of color on texture, and show examples of various fabrics. Have pupils compare a shiny fabric and a roughly woven fabric in the same color.	Vanderhoff, Clothes: Part of Your World, pp. 68-73
III. Construction		
Concept: Clothing construction is enhanced by knowledge of textiles, equipment, and quality workmanship.		
A. Equipment		
1. Small equipment	As a review of 8th grade learnings in this area, arrange items of sewing equipment on numbered cards. Place the cards on a table so that pupils can examine and identify each item and its use. Provide pupils with a mimeographed list of small sewing items that they will need to bring to class for work and decide with the class the date the items will be due in school. With the class, formulate a plan for sharing the use of equipment and caring for the clothing laboratory. Establish a systematic rotational procedure for pupils to have experience in cooperation and in assuming routine responsibilities.	Barclay and Champion, Teen Guide to Homemaking, pp. 260-266 Bishop and Arch, The Bishop Method of Clothing Construction, pp. 1-5 McCall's, Step-by-Step Sewing Book, pp. 30-35 Simplicity Sewing Book, pp. 2-11

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Sewing machine a. Use b. Care	Assign a sewing machine to each pupil for use throughout the unit of study. (It may be necessary for two pupils to share a sewing machine.) Demonstrate for the class: -how to open and close the sewing machine -how to control machine speed with the knee lever -how to wind the bobbin -how to thread the machine -how to use the seam guide -how to use the stitch regulator by making several rows of stitches in a variety of sizes. Immediately following the demonstration, have pupils practice using the sewing machine. Continue this activity so that pupils will learn the working parts of the sewing machine throughout the construction phase of the unit. Have pupils practice machine-stitching with fabric rather than stitching on paper which has questionable value as an experience for pupils. (Memorization of lists of terms and machine parts at the beginning of study of the unit should be avoided.) Demonstrate to the pupils the process used in the cleaning and the oiling of the machine so that pupils will be able to assist in maintaining the laboratory equipment.	Singer, Teacher's Textbook of Machine Sewing

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

B. Pattern and fabric

1. Figure types

a. Body measurement

b. Measurement chart

c. Size determination

Have pupils observe a demonstration of the procedure for taking the following body measurements:

High bust
Bust
Waist
Hips
Back waist length
Finished garment length

Following the demonstration, have pupils, in teams of two, complete a personal measurement chart as here suggested:

Pollard, Laitem, Miller, Experiences in Homemaking, Ch. 15

Bishop and Arch, The Bishop Method of Clothing Construction, Ch. 3

McCall's, Step-by-Step Sewing Book,

Simplicity Sewing Book, Ch. 2

PERSONAL MEASUREMENT CHART

	Your Measurements	Pattern Measurements	Difference Plus	Minus
High Bust				
Bust				
Waist				
Hip				
Back Waist Length				
Finished Garment Length				

Figure Type: _____

Size of Pattern: _____

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Using a standardized figure-type chart, clarify the characteristics of these figure types: Girl — Miss Petite Chubbie — Miss Young Junior/Teen — Half-Size Junior Petite — Woman Junior Use the opaque projector to show the pattern envelope and how to determine the correct size for the figure type. Have pupils determine their figure type and pattern size and record this information on the Personal Measurement Chart.	Simplicity Sewing Book, pp. 12-15 McCall's, Step-by-Step Sewing Book, pp. 12-13
2. Current styles	Arrange a display of pictures of attractive garments of current styles that are appropriate for school wear. Discuss with pupils the current style trends. Illustrate to the class ways to create optical illusions with skillful use of the art principles of line and design in clothing.	
C. Construction technique and skills 1. Pattern selection	Provide sample garments that illustrate the construction processes and skills to be learned for pupils to examine. Have each pupil write a list of skills to be learned and/or improved. Identify for the class those characteristics which will be required in the pattern that is selected. Limit the number of patterns approved for class selection. Have the class select the patterns for the construction project from the approved list.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	In order to obtain an adequate number of patterns of correct sizes for pupils, make one class order for the purchase of all the patterns. (Local fabric stores, department stores and the Singer Centers cooperate with teachers in the purchase of patterns.) Collect monies from pupils for their patterns and deposit such funds in the local school office. Direct the school office to issue a check in the amount needed for the payment of the patterns.	
2. Pattern study a. Envelope b. Markings c. Guide sheet	Using the overhead projector, examine the pattern envelope and guide sheet to determine what information is included. With the class list on the chalkboard the kinds of information found on the pattern envelope and the guide sheet. Discuss with the class the importance of knowing where to find necessary information.	Simplicity Sewing Book, Ch. 3
3. Fabric selection a. Fiber	Discuss with the class the kinds of fabrics that are suitable for the projects to be constructed, considering the season and occasion of use.	Vanderhoff, Clothes: Part of Your World, pp. 96-97
b. Quality	Using a microscope, have pupils examine the fibers and weaves of fabrics suitable for class projects.	McCall's, Step-by-Step Sewing Book, pp. 36-42
c. Care d. Labels e. Season or occasion of use	Have pupils study fabrics that are suitable for class projects, concentrating the study on firmly woven cottons and cotton blends. (One-way fabric designs, napped and pile fabrics, and plaids are studied in Clothing I in senior high school.)	
f. Texture g. Suitability to pattern	Have pupils collect and display tags from recently purchased garments for use in making a list of information found on labels.	Vanderhoff, Clothes: Part of Your World, pp. 118-131

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Discuss with pupils the kinds of fabrics that would be suitable for a jumper or shift, such as fabrics that are closely-woven, easily-cared-for, non-bulky in weight and texture.	Vanderhoff, Clothes: Part of Your World, pp. 167-171
4. Preparation of pattern	Have each pupil write her name, grade, and section on the pattern envelope, and on the individual pattern pieces and guide sheet. Direct pupils to trim excess margin from the pattern pieces in preparation for pattern alteration.	
	Have pupils observe a demonstration of the procedure to follow in altering a pattern.	Bishop and Arch, The Bishop Method of Clothing Construction, Ch. 5, 8
	Discuss with pupils the following standards for a well-fitting garment: -smooth and without wrinkles -balanced in appearance -shoulder seam at the top of the shoulder -neckline lying smoothly -waistline in natural and comfortable position -front armhole line falling straight -armhole approximately one inch below armpit -front bodice and bust darts short of the point of the bust, but in line with it -back hip darts short of the fullest part of the hips -side seams straight from armhole seam to hemline -skirt length flattering for the figure	Simplicity Sewing Book, pp. 131-146 McCall's, Step-by-Step Sewing Book, pp. 17-29
	Have pupils observe the preceding standards and procedures in altering personal patterns for class projects.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
5. Preparation of fabric	Discuss with pupils the importance of fabric grain. Review with the class the meaning of fabric terms including lengthwise grain, crosswise grain, selvage, and bias. Illustrate with actual fabrics the practical application of these terms. Demonstrate to pupils the appropriate procedure for straightening cotton and cotton-blend fabrics including: tearing, drawn thread, cutting along a thread, and pressing. Explain to the class that permanent-press fabrics do not have to be thread-perfect as the grain has been locked into position during the processing; consequently, they cannot be straightened. Clarify with pupils the importance of reading the information on fabric labels concerning fiber content and of learning the special characteristics of the fiber. Point out to the class the conditions that may cause fabrics to be off-grain, as follows: -Fabric may be stretched when rolled onto a bolt. -Irregular pressures may be applied during printing and finishing. -Permanent finishes (resin or stabilizing finishes) may lock the fabric grain in place. Have each pupil evaluate her own fabric carefully to determine whether it is off-grain and to decide the best procedure for straightening the grain.	Bishop and Arch, The Bishop Method of Clothing Construction, Revised, Ch. 4 Simplicity Sewing Book, pp. 24-28

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
6. Pattern layout		
a. Guide sheet	Have pupils study the pattern guide sheet and pattern layout diagrams and select the one to be used according to the size of the garment, the particular design of the pattern, and the width of the fabric. Have pupils draw a circle around the diagram to be used.	Simplicity Sewing Book, pp. 20-28 McCall's, Step-by-Step Sewing Book, pp. 60-63
b. Markings	Have pupils examine pattern pieces and markings and note the directional arrows on individual pattern pieces. Demonstrate the lengthening of directional arrow lines for possible greater accuracy in establishing grain line. Clarify the purposes of other pattern markings.	
c. Fabric fold	Demonstrate to the class a pattern layout using fabric. Emphasize the following techniques: folding fabric lengthwise and crosswise, placing first the pattern pieces requiring a fold of fabric, placing pieces on the straight of the grain.	
d. Pinning	Demonstrate the use of pins by showing the following: technique for inserting pins in fabrics, placing pins with the grain of the fabric, pinning first the widest part of the pattern, marking corners and notches, and the use of the wrist pin cushion. Provide adequate time in the laboratory for pupils to complete the pattern layout on the fabric for their individual projects.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Hold individual conferences with pupils to discuss questions and concerns related to pattern layout and pattern adjustment. Require pupils to obtain approval of their individual pattern layout on the fabric before they observe the demonstrations of fabric-cutting techniques.	
7. Cutting the fabric	Demonstrate these techniques for cutting fabrics: using long, smooth-cutting strokes of shears; cutting out notches like "cat-ears"; holding fabric while cutting; and using bent handle shears. Point out to pupils that pinking shears should not be used for cutting out garments and that their use is confined primarily to the finishing of seams. Have pupils cut out projects following the procedures learned from the demonstration.	Bishop and Arch, The Bishop Method of Clothing Construction, Revised, pp. 53-54 McCall's, Step-by Step Sewing Book, pp. 53, 63 Simplicity Sewing Book, pp. 31-32
8. Marking of fabric	Define with the class the term "mark" as it is used in sewing. Demonstrate to the class the use of the tracing wheel and tracing paper as the method most often used because it is fast, accurate, and the easiest for most fabrics. Point out to pupils the construction details that should be transferred from the pattern to the fabric; for example: darts, tucks, position lines for buttonholes, pocket locations, and curved seamlines. Explain that it should not be necessary to mark straight seamlines.	Bishop and Arch, The Bishop Method of Clothing Construction, Revised, pp. 54-56 McCall's, Step-by-Step Sewing Book, pp. 53, 63-64 Simplicity Sewing Book, pp. 33-35

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Demonstrate the techniques of stitching and pressing a dart. Emphasize the following: -Fold and pin dart. -Stitch from the wide to narrow. -Terminate stitching in a point. -Use pressing ham for shaping. -Press dart toward center of body.	
12. Pressing a. Construction pressing b. Final pressing	Arrange the clothing laboratory to provide ample, convenient and safe pressing centers. Have pupils observe a demonstration of pressing techniques and procedures to be used throughout the clothing construction project. Emphasize the use and care of the steam iron, pressing ham and mits, pressing cloth, edge and point presser, and the pounding block. Discuss the importance of pressing including: -pressing with the fabric grain -shaping darts and smoothing seams as work progresses -achieving custom-made appearance	Simplicity Sewing Book, pp. 10-11, 153-160 McCall's, Step-by-Step Sewing Book, pp. 64-66 Bishop and Arch, The Bishop Method of Clothing Construction, Revised, pp. 134-141
13. Seams and seam finishes	Discuss with pupils some problems resulting from poorly-constructed seams. Show examples of broken stitches in a seam, pulled-out seams, frayed edges, etc. Have pupils compare these seams to well-constructed seams. Emphasize with pupils quality seam construction including: -standard seam allowance 5/8" in width -lockstitched seam ends -length and number of stitches appropriate for fabric	Simplicity Sewing Book, Ch. 6 McCall's, Step-by-Step Sewing Book, pp. 70-72

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-directional stitching with fabric grain -finished according to fabric -pressed	
14. Zipper	Demonstrate the lapped zipper application with each step of construction illustrated for pupil use. Have pupils practice zipper application procedure before applying the zipper to the individual garment. Have pupils complete zipper application in personal projects.	Zipper Reference File, Talon Educational Service
15. Facings and interfacings	Demonstrate to pupils the procedure for preparing and applying interfacings and facings, including: -attaching interfacings -seaming facings -cleanfinishing facings -understitching facings -trimming and grading facings Direct pupils to complete the facings and interfacings on their own garments following the procedures they have observed in the demonstrations.	Let's Face It, Coats and Clark, Inc. Filmstrip: Facing a Neckline, McCall's Sewing Series Simplicity Sewing Book, pp. 76-80
16. Hems	Discuss with pupils the factors involved in determining an appropriate length of a garment. Use the 3-way mirror to illustrate how one should look critically at oneself to make this decision. Emphasize these factors: -the relation of the length of your garment to the length of your body -the height of heels you are wearing -the height of the hemline from the floor	Hems in the Garments You Wear, Coats and Clark, Inc. Bishop and Arch, The Bishop Method of Clothing Construction, pp. 63, 177

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	-an understanding of the proportion that is most flattering to you -the influence of the fashion cycle Formulate with the class the points that should be observed in constructing a successful hem: -accurate marking -appropriate depth of hem -correct stitching and finish -careful pressing Demonstrate the use of the hem marker and the recommended procedure for completing a successful hem. Direct pupils to determine appropriate hemlines for their own garments and complete hems using the procedures observed in the demonstration.	Simplicity Sewing Book, pp. 183-187 Filmstrip: Hemming a Skirt, McCall's Sewing Series
7. Decoration and trims	Demonstrate decorative ideas for trimming garments that may be appropriate for the age level of pupils. Encourage pupils to use an original creative idea on individual projects.	Trimmings, Coats and Clark, Inc. Simplicity Sewing Book, pp. 44, 205-221 Bishop and Arch, The Bishop Method of Clothing Construction, Ch. 15 McCall's, Step-by-Step Sewing Book, Ch. 13

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
18. The finished garment		
a. Goals	Have pupils review goals decided upon at the beginning of the construction project and determine if the goals have been reached. Consider reasons for success or failure. Follow up by listing skills and techniques that need to be learned or improved.	
b. Cost	Have pupils compute total costs of the project. Compare the cost of the constructed project garment with the cost of a ready-made garment. Discuss pros and cons of the economy of home sewing.	
c. Modeling	Arrange for pupils to model garments for class evaluation of: appearance and fit, suitability of fabric to pattern, and selection of pattern to figure type.	

Sample Form
Evaluation Form
Skirt

Name: Grade and section: Grade for project:

	Excellent	Good	Fair	Poor
I. Fabric and Pattern				
A. Preparation of fabric				
1. Lengthwise and crosswise threads at right angles.				
2. Pre-shrunk				
B. Use of pattern				
1. Pieces labeled				
2. Margins trimmed				
3. Needed alterations made				
4. Lay-out followed				
5. Markings transferred				
II. Workmanship				
A. Stay-stitching				
1. Width from the edge				
2. Length of stitches				
3. Direction of stitching				
B. Darts, Pleats, or Gathers				
1. Darts				
a. pressed smoothly at point				
b. pressed toward center				
2. Pleats				
a. placed evenly				
b. lie flat				
3. Gathers				
a. adjusted evenly				
b. stitched in waistband				
C. Seams				
1. Width				
2. Stitching				
3. Pressing				
4. Finishing				
D. Zipper				
1. Placing (completely covered)				
2. Stitching (neat and straight)				
3. Fitting (smooth)				
E. Waistband				
1. Interfacing				
2. Width				
3. Extension				
4. Stitching				
F. Fastenings - hooks and eyes, snaps, buttons and button holes				
1. Choice - appropriate				
2. Technique of applying - correct				
3. Quality of hand sewing				
G. Hem				
1. Width				
a. uniform				
b. suitable				
2. Appearance				
a. inconspicuous				
b. lies flat on wrong side				
c. stitches do not show on right side.				

Name:	Excellent	Good	Fair	Poor
3. Edge finish a. Suitable to style of skirt b. Suitable to type of fabric III. General Appearance A. Fitting B. Pressing C. Cleanliness				

Sample Form

Progress Chart

Apron

Steps in Construction

Class Period Time Name of student	Date Begun	Sewing supplies assembled	Fabric prepared	Apron torn	Seam of sash stitched	Sash completed	Bottom hemmed	Top hemmed	Pocket applied to apron	Ties inserted	Bib ties completed	Bib completed	Bib attached to apron	Garment pressed	Cost computed	Final grade	Date of completion
1. Adams, Jane	✓	✓	✓														
2. Blue, Betty	✓	✓															
3.																	
4.																	
5.																	
6.																	

Sample Form

Progress Chart

Blouse

Steps in Construction

Class Period Time Name of student	Date begun	Sewing supplies assembled	Measurements taken	Pattern labeled (name & section)	Pattern fitted	Fabric purchased	Fabric prepared	Pattern lay-out checked	Blouse cut	Markings transferred	Staystitching completed	Darts completed	Shoulder seams stitched	Neckline completed	Side seams completed	Arm holes finished	Bottom hemmed	Fastenings sewed on	Blouse pressed	Cost computed	Date of completion	Final grade
1. Adams, Jane	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
2. Blue, Betty	✓	✓	✓	✓	✓	✓	✓	✓	✓													
3.																						
4.																						
5.																						

Sample Form
Progress Chart
Skirt

Steps in Construction

Class Period Time Name of student	Date begun	Sewing supplies assembled	Pattern -- fitted and altered	Fabric purchased	Fabric prepared	Pattern laid out (teacher's approval)	Garment cut out	Markings transferred	Staystitching completed (front unit)	Darts and seams completed (front unit)	Staystitching completed (back unit)	Darts and seams completed (back unit)	Side seams completed	Skirt band prepared	Skirt band applied	Skirt fitted	Zipper completed	Waistband completed	Buttons, snaps, or hooks and eyes sewed on	Hem completed	Garment pressed	Cost computed	Final Grade	Date of completion
1. Jane Doe	✓	✓	✓	✓	✓	✓																		
2. Betty Blue	✓	✓	✓	✓	✓																			
3.																								
4.																								
5.																								
6.																								
7.																								

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CHILD DEVELOPMENT

Introduction

Human Reproduction

Prenatal Care

Postnatal Care

Processes of Child Development

Bibliography

CHILD DEVELOPMENT

INTRODUCTION

For a number of years the study of child development would begin at the time of the child's birth. Today, however, it is recognized that the prenatal development of a child affects greatly the postnatal development. To fully understand and appreciate the pattern of human growth, the study of child development at the ninth-grade level encompasses the span of time beginning with conception and continuing through the pre-school years.

Because research studies increasingly emphasize that the early growth and development of a child are extremely important in determining his lifelong patterns of behavior, activities for studying and observing young children have been included in this unit. A better understanding of young children provides teenagers with a basis for greater insight into the processes of personality development in themselves and in others. Ideally, a nursery school for pre-kindergarten pupils would be developed as an adjunct of the home economics department, to provide maximum quality in educational experiences for the children as well as for the home economics pupils. Until such time as nursery schools are developed, however, teachers should encourage pupils to seek ways of observing children in many kinds of situations.

Trends toward earlier marriage and parenthood and the increasing attention focused on the importance of a child's earliest experiences and its effect on his whole life make the study of the child development unit highly relevant to most ninth-grade girls.

HOME ECONOMICS
Grade Nine

INSTRUCTIONAL AREA: Child Development

GENERALIZATION: A knowledge of the process of human reproduction, of the prenatal care of the expectant mother, of the postnatal care of the newborn baby, and of the developing child as a unique individual provides a foundation for understanding the responsibilities of having a baby.

CONCEPTS: The human reproductive system functions to provide new life.

Proper prenatal care promotes the health of the expectant mother and the unborn baby.

Good postnatal care should provide a healthy and secure environment for the newborn baby.

Each child is a unique individual with his own pattern of sequential physical, emotional, social, and intellectual growth.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
I. Human reproduction Concept: The human reproductive system functions to provide new life. A. Reproductive systems 1. Female a. Uterus b. Ovaries c. Fallopian tubes d. Vagina e. Cervix	Review with pupils topics concerning human reproduction in order to provide a background of information, the appropriate terminology, and a frame of reference for the continued study of the processes of child development. In the study of this phase of the unit, primary emphasis is placed on the study of the female reproductive system; however, pupils may have questions concerning the male reproductive system, consequently the male reproductive system is dealt with briefly in the scope of content. Provide time for a question-answer period. (The class question-box technique may be employed to afford pupils an opportunity to have questions answered throughout the unit of study.)	Maternity Center Association, Birth Atlas, Plate 2 Johnson, Love and Sex in Plain Language, pp. 12-14 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
2. Male a. Penis b. Testicles c. Vas deferens d. Urethra	(In using the question-box technique, it is important to stress objectivity. Questions should be of interest to the entire class. Prior to answering the questions, the teacher should check references if additional information is needed to prepare an adequate answer. Any personal problems should be handled privately with the pupil only to the degree that the teacher feels she is capable of offering constructive guidance. For further information pupils should be referred to parents and/or to family physician.)	Johnson, Love and Sex in Plain Language, pp. 6-11 (Teacher's Reference)
3. Menstruation a. Introduction (1) Physiological changes (2) Normal function b. Explanation of menstrual cycle (1) Preparation (a) Maturation of ovary (b) Release of ovum (Ovulation) (c) Passage of ovum through tube to uterus (d) Increased blood supply in lining (2) Menstrual period (a) Passage of unfertilized ovum from body (b) Length of period	Review menstrual cycle using a chart showing organs of female reproductive system. Clarify with the class the processes that occur during the menstrual cycle.	Anatomical Wall Chart: The Female Reproductive System and the Menstrual Cycle Johnson, Love and Sex in Plain Language, pp. 15-18 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Health rules and personal care (1) Cleanliness and grooming (2) Physical activity (3) Rest	Discuss with the pupils the health rules and personal care needed during the menstrual period, emphasizing the importance of giving careful attention to personal grooming at this time.	
B. Conception 1. Reproductive cells a. Female: Ovum (egg) (1) Size and number (2) Movement (3) Survival	For a better understanding of conception, discuss with the class the fertilization of the ovum and the early formation of the human embryo. Using the Birth Atlas, identify for the class the stages of prenatal development.	Maternity Center Association, Birth Atlas, Plate 3 Johnson, Love and Sex in Plain Language, pp. 21-25 (Teacher's Reference)
b. Male: Spermatozoan (sperm) (1) Size and number (2) Movement (3) Survival	(As needed, further information on the topic of the female and male reproductive cells may be presented.)	
2. Fertilization a. Chromosomes (1) Number (2) Determinants of sex	To help the pupils gain a better understanding of inherited and acquired characteristics, ask them to suggest some human characteristics that are absolute and some that are capacities which can be developed. Use the following list for suggestions:	Hurlock, Child Growth and Development, pp. 16-19

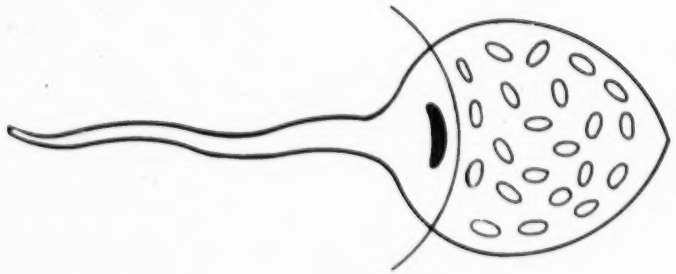
SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES		RESOURCES
b. Genes	Inherited	Acquired	Baker and Fane, Understanding and Guiding Young Children, pp. 13-18
(1) Dominant	Sex	Mannerisms	
(2) Recessive	Skin, eye and hair color	Language	
	Bone structure	Attitudes	
	Height	Emotions	
	Body build	Habits	
	Freckles		
	Hair and skin texture		

Use the following resource pages to further clarify the operation of the human reproductive system.

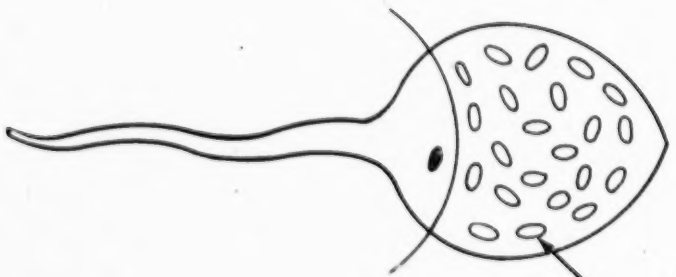
DETERMINING SEX

1

Father produces sperms of two kinds, in equal numbers;

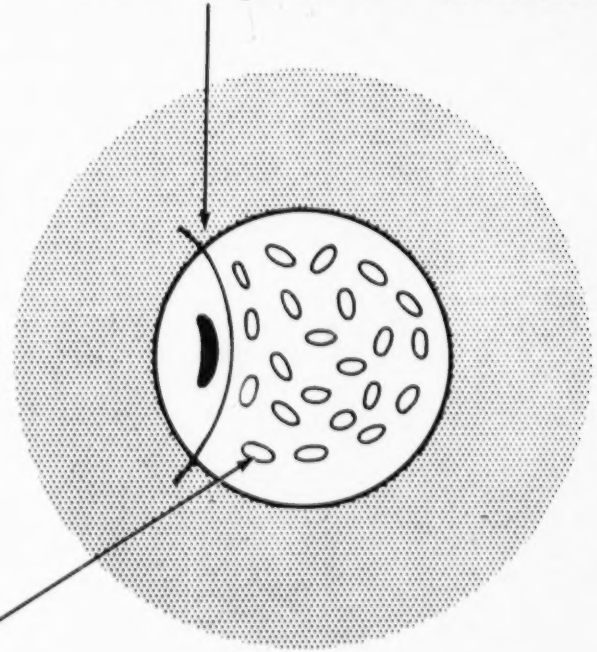


(a) with large X sex chromosome



(b) with small Y sex chromosome

Mother produces eggs all of one kind, each with a large X sex chromosome

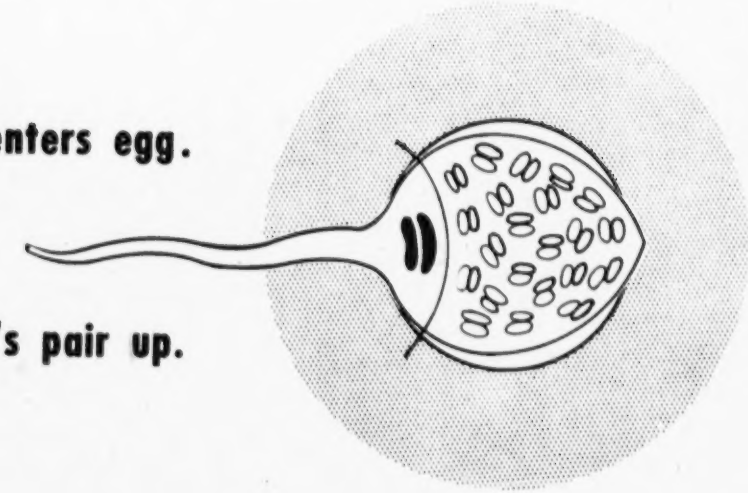


(Note: The other 22 chromosomes correspond in type in both sperms or eggs.)

DETERMINING SEX

IF --

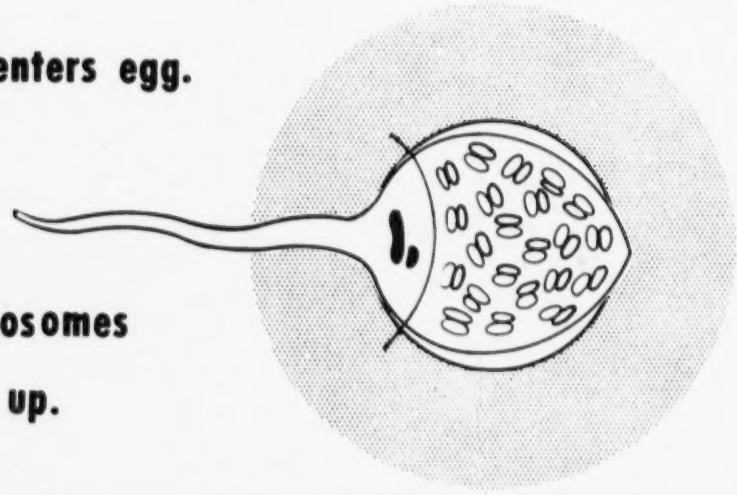
1. 'X' Sperm enters egg.



The two X's pair up.

XX A girl

2. 'Y' sperm enters egg.



The sex chromosomes
do not match up.

XY A boy

In both cases all chromosomes except the X and Y have matched up.

IDENTICAL & FRATERNAL TWINS

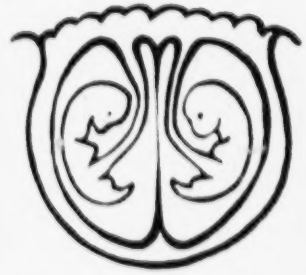
IDENTICAL TWINS

products of
1 sperm
1 egg

embryo divides

halves become
separate
individuals

usually share
same placenta
& fetal sac



ALWAYS
carry same
genes
are same sex

2 boys

or 2 girls

IDENTICAL & FRATERNAL TWINS 2

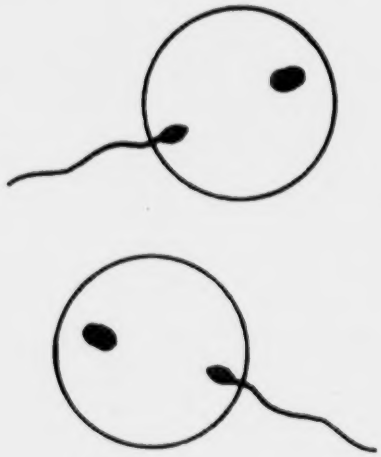
FRATERNAL TWINS

products of

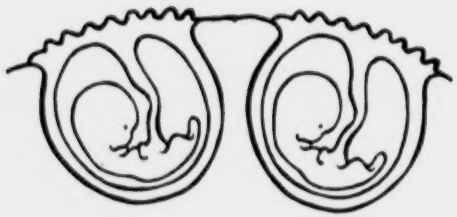
2 different eggs

2 different sperms

= different genes



usually separate placentas & fetal sacs



MAY BE

same sex 2 boys

or 2 girls

mixed pair

boy - girl

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

C. Prenatal development

1. Zygote

Identify with the class the stages of prenatal growth of the fetus. Define the terms zygote, embryo, and fetus.

Develop with the class a calendar of development that takes place during the prenatal period. This activity could be done in chart form, for example:

Maternity Center Association, Birth Atlas

Johnson, Love and Sex in Plain Language, pp. 25-30 (Teacher's Reference)

Brisbane and Riker, The Developing Child, pp. 41-43

2. Embryo

	Approximate Size	Approximate Weight	Growth Characteristics
a. First month	1/4"	fraction of one ounce	Heart beginning to form and beat Blood circulates Limbs, eyes and ears beginning
b. Second month	1-1/4"	1/14 ounce	Big head, face with eyes, nose, mouth, limbs, fingers and toes beginning

3. Fetus

a. Third month	3"	1 ounce	Genital organs beginning to appear Teeth beginning to develop Vocal cords are formed
b. Fourth month	6" - 8"	5-6 ounces	Eyes, ears, and nose well formed Hair beginning to grow
c. Fifth month	10" - 12"	1 pound	Mother can feel baby move
d. Sixth month	14"	2 pounds	Has appearance of baby Skin wrinkled
e. Seventh month	16"	3 pounds	Central nervous system developed enough so that survival is possible if birth should occur
f. Eighth month	18"	6 pounds	Skin beginning to become smooth
g. Ninth month	20"	7-8 pounds	Baby fully developed

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
D. Birth process 1. First stage a. Contracting uterus b. Breaking membrane c. Dilating cervix 2. Second stage a. Fully-dilated cervix b. Birth of baby 3. Third stage a. Cutting of umbilical cord b. Expulsion of placenta	To develop a wholesome attitude toward human reproduction, explain to the class the process of birth. Define terms needed to increase understanding. Suggested terms may include: contractions labor dilation cervix amniotic sac amniotic fluid umbilical cord placenta afterbirth expulsion navel obstetrician midwife	Maternity Center Association, Birth Atlas, Plates 8-14 Johnson, Love and Sex in Plain Language pp. 30-33 (Teacher's Reference) Hurlock, Child Development, Ch. 1 and 2 (Teacher's Reference) Brisbane and Riker, The Developing Child, pp. 55-60

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

II. Prenatal care

Concept: Proper prenatal care promotes the health of both the expectant mother and the unborn baby.

A. Signs of pregnancy

1. Menstrual period missed
2. Nausea or "morning sickness"
3. Changes in breasts
4. Frequent urination

To introduce prenatal care, compile on the chalkboard a list of the signs of pregnancy already known by the pupils. The teacher should add others and explain.

Ruslink, Family Health and Home Nursing, pp. 122-123 (Teacher's Reference)

Johnson, Love and Sex in Plain Language, pp. 24-26 (Teacher's Reference)

Brisbane and Riker, The Developing Child, pp. 35-41

B. Maternal health

1. Medical care

Help the pupils determine the importance of early and continued medical attention of the expectant mother. Discuss the decline in the infant mortality rate and the increase in recent medical research. Relate this information to prompt and continuous medical care.

Have pupils read current articles and reports concerning the infant mortality rate in the United States and in selected foreign countries and then discuss with the pupils ways in which the infant mortality rate may be lowered.

Ruslink, Family Health and Home Nursing, pp. 128-133 (Teacher's Reference)

Shuey, Woods, Young, Learning About Children, p. 82

2. Personal care
   a. Grooming
   b. Clothing
   c. Exercise
   d. Rest

Have the pupils suggest reasons for an expectant mother to establish a good grooming routine for herself. With the class determine how good grooming practices can improve the physical health of the expectant mother as well as giving her a desirable sense of well-being.

To familiarize the pupils with the adjustments in the daily routine of an expectant mother, have a

Baker and Fane, Understanding and Guiding Young Children, pp. 28-32

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	discussion of the personal care and medical attention required during pregnancy. Invite a capable young mother in to the class to talk about these topics. Have the pupils prepare for the talks by compiling questions they would like to ask regarding exercise, rest, and doctor's care during the prenatal period. Provide time for the informal discussion following the talk.	Brisbane and Riker, The Developing Child, Ch. 2
3. Diet and nutrition a. Expectant mother b. Unborn child	Review with the class the basic four food groups. Using these food groups as a guide, have the pupils compare the recommended diet of an adult woman with the diet of an expectant mother and list the dietary differences as a background for understanding the importance of each nutrient during pregnancy. (Depth of review will depend upon whether or not the class has completed the 9th grade Foods and Nutrition Unit.) To gain further insight into the nutritional needs of the expectant mother, discuss with the class the recommended daily dietary allowances for pregnancy. To further emphasize the importance of diet during pregnancy, have the pupils list the nutrients which are especially significant, tell how they contribute to the development of the child and health of the mother, and give several good food sources of each. Present to the class the following resource pages and information where appropriate, both for improving pupils' understanding of the importance of the expectant mother's diet, and for providing the nutritional information essential for the ninth grade pupil in studying child development.	Better Homes & Gardens New Cookbook, Nutrient Chart, p. 9 National Dairy Council Guide to Good Eating, Chart 4 Better Homes and Gardens Baby Book, pp. 34-46 McWilliams, Nutrition for the Growing Years, Ch. 1 Hurlock, Child Development, pp. 59-61 (Teacher's Reference) Ruslink, Family Health and Home Nursing, pp. 124-130 (Teacher's Reference)

RECOMMENDED DAILY DIETARY ALLOWANCES[1], REVISED 1968*

Legend for abbreviations: g = gram mg = milligram IU = International Unit

Designed for the maintenance of good nutrition of practically all healthy persons in the U.S.A.

	Age[2] (Years) From	Up to	Weight (lbs.)	Height (in.)	Calories	Protein (g)	Vitamin A Activity (IU)	Vitamin D (IU)	Ascorbic Acid (mg)	Niacin (mg equiv.)	Riboflavin (mg)	Thiamin (mg)	Calcium (g)	Iron (mg)
Children	1	2	26	32	1,100	25	2,000	400	40	8	0.6	0.6	0.7	15
	2	3	31	36	1,250	25	2,000	400	40	8	0.7	0.6	0.8	15
	3	4	35	39	1,400	30	2,500	400	40	9	0.8	0.7	0.8	10
	4	6	42	43	1,600	30	2,500	400	40	11	0.9	0.8	0.8	10
	6	8	51	48	2,000	35	3,500	400	40	13	1.1	1.0	0.9	10
	8	10	62	52	2,200	40	3,500	400	40	15	1.2	1.1	1.0	10
Males	10	12	77	55	2,500	45	4,500	400	40	17	1.3	1.3	1.2	10
	12	14	95	59	2,700	50	5,000	400	45	18	1.4	1.4	1.4	18
	14	18	130	67	3,000	60	5,000	400	55	20	1.5	1.5	1.4	18
	18	22	147	69	2,800	60	5,000	400	60	18	1.6	1.4	0.8	10
	22	35	154	69	2,800	65	5,000	—	60	18	1.7	1.4	0.8	10
	35	55	154	68	2,600	65	5,000	—	60	17	1.7	1.3	0.8	10
	55	75+	154	67	2,400	65	5,000	—	60	14	1.7	1.2	0.8	10
Females	10	12	77	56	2,250	50	4,500	400	40	15	1.3	1.1	1.2	18
	12	14	97	61	2,300	50	5,000	400	45	15	1.4	1.2	1.3	18
	14	16	114	62	2,400	55	5,000	400	50	16	1.4	1.2	1.3	18
	16	18	119	63	2,300	55	5,000	400	50	15	1.5	1.2	1.3	18
	18	22	128	64	2,000	55	5,000	400	55	13	1.5	1.0	0.8	18
	22	35	128	64	2,000	55	5,000	—	55	13	1.5	1.0	0.8	18
	35	55	128	63	1,850	55	5,000	—	55	13	1.5	1.0	0.8	18
	55	75+	128	62	1,700	55	5,000	—	55	13	1.5	1.0	0.8	10
Pregnancy					+ 200	65	6,000	400	60	15	1.8	+0.1	+0.4	18
Lactation					+1,000	75	8,000	400	60	20	2.0	+0.5	+0.5	18

[1]The allowance levels are intended to cover individual variations among most normal persons as they live in the United States under usual environmental stresses. The recommended allowances can be attained with a variety of common foods that also provide other nutrients for which human requirements have been less well defined.

[2]Entries on lines for age range 22-35 years represent the reference man and woman at age 22. All other entries represent allowances for the midpoint of the specified age range. *From Recommended Dietary Allowances, Publication 1694, Food and Nutrition Board, National Academy of Sciences - National Research Council, Washington, D. C. 1968.

Diet of the Expectant Mother

1. Caloric needs:

   During the earlier part of pregnancy, the increased demand for more calories is small. During the second half of pregnancy an increase of approximately 300 calories may ensure that the protein in the diet is used for building new tissues and is not being broken down for energy.

2. Protein:

   Because protein is necessary for all growth, the increased needs of pregnancy are apparent. There is a continuous protein need for the growing fetus. Added to the mother's own needs for building and repair, there is an increase in metabolism especially during the last trimester. The increased protein need for pregnancy is from about 30 to 50 per cent above the normal requirement. The protein should be of good quality and therefore should come largely from animal sources. To provide this protein, the diet should supply one quart of milk per day, a large serving of lean meat or fish, and at least one egg. Cereals, bread, vegetables and other items of food will supply the additional dietary requirement.

3. Calcium and phosphorus:

   The rapidly growing fetus needs minerals for proper development. Calcium and phosphorus form the main part of the bones and teeth. The teeth begin forming early in prenatal life; consequently, sufficient calcium is needed from the beginning of pregnancy. The calcium needs during pregnancy are increased about 50 per cent above those for the normal adult woman. The phosphorus requirement will be met if the protein and the calcium are adequate in the diet. One quart of milk provides 40% of the daily protein and 70% of the daily riboflavin as well as a generous amount of vitamin A. Cheese may be used as a substitute for milk. One ounce of cheese (average serving) furnishes approximately as much calcium and protein as one cup of milk. Milk in the diet may be increased by soups, casseroles, and cream sauces. The nutritive content of these dishes may be further increased by adding nonfat dried milk in their preparation.

4. Fats:

   Fats are needed in the body to form fat tissue, to provide fuel for the body, and to store in the body as a reserve. Foods high in fat are high in calories and less easily digested.

5. Carbohydrates:

Carbohydrates are needed for strength and energy; however, excessive caloric intake can result in increased weight. The daily menu plan could include simple desserts, such as custards, gelatin, milk puddings or fruit. It is advisable to avoid rich desserts, ice cream sundaes, cake, doughnuts, pie and sherbets. Other foods to be used sparingly are those high in sugar, as jams, jelly, candy, carbonated drinks, sweet rolls, or coffee cakes.

6. Vitamins:

The unborn child's nourishment comes from the maternal bloodstream through the placenta. It is essential that the mother's diet contain the necessary food elements. Malnutrition generally results in vitamin deficiency. Serious malnutrition of the mother may lead to mental deficiency or to some physical abnormality of the child. A deficiency of vitamin B in expectant mothers' diets has been found to affect the intelligence of their children. Whether this effect in the child is ever compensated for has not been determined.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Discuss with the class the fact that in America today, adolescent girls have the poorest diets of any group, regardless of social class, resulting in most cases from the girls' desire to be slender. Stress to the pupils that this condition is especially serious in early marriages because it means that many young mothers-to-be are suffering from malnutrition when their pregnancies begin. As a summary of diet and nutrition, develop with the class a list of good eating habits during pregnancy such as the following: -eat at regular times -eat slowly -eat the right foods, especially green leafy vegetables, raw fruits, whole-grain and enriched breads and cereals -drink more water.	
4. Drugs a. Thalidomide	Discuss with the pupils the adverse effect of thalidomide as follows: Thalidomide, a drug used for morning sickness during the early stages of pregnancy, has been responsible for malformations of the limbs--phocomelia--in which the long bones of the arms fail to grow, with the result that the hands extend almost directly from the shoulders. The legs, while less affected, show similar distortions of growth.	Hurlock, Child Development, pp. 60-65 (Teacher's Reference)
b. LSD	Discuss with pupils the recent research on the effect of LSD on pregnant animals and the resulting defects in the offspring of those animals.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Discuss also the effects of LSD on human newborns whose mothers said they had taken LSD. Acquaint the pupils with the following information: Investigators are studying the effects of LSD on chromosomes--tiny threads of matter in the nucleus of every cell that carry genetic or hereditary information and guide reproduction. Several scientists have reported that LSD causes chromosomal changes when it is added to a tissue culture of white blood cells. Others have reported that the chromosomes of individuals who presumably have taken LSD show unusual breaks. They warn that such breaks may possibly cause abnormalities in the offspring of LSD users. The preliminary evidence is arousing the concern of scientists. Until further research throws more light on the question, medical authorities warn that the drug must be considered a definite risk, and women of childbearing age are particularly advised not to use it. Have pupils bring in and discuss recent articles or reports about the possible relationship between LSD and birth defects, including such warnings as the following: -Both parents may adversely affect their future children through the use of LSD at any time before conception. -Mothers may adversely affect their future children through the use of LSD during pregnancy as well as before conception.	LSD Some Questions and Answers, Public Health Service, Publication No. 1828 U. S. Dept. of Health, Education & Welfare
5. Alcohol	Discuss the possible effect of the mother's use of alcohol on the fetus; for example, the fetus obtains nourishment from the maternal bloodstream; therefore, any chemical substances which affect the physiological mechanism of the mother will impose a burden on the fetus.	Hurlock, Child Development, p. 60 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
6. Tobacco	To motivate pupils in a discussion of the effects of tobacco on pregnancy, have them consider the recent research findings concerning the link between cigarette smoking and diseases of the mouth, throat, lungs and heart of the general population. Follow this discussion with a consideration of the effects of cigarette smoking by the expectant mother. Assign pupils such topics as: increase on fetal heart rate during last six months of pregnancy; relationship of smoking to frequency of premature births. In these discussions, emphasize the following points: -There is evidence that smoking is related to the frequency of premature births. -Women who are heavy smokers have the highest rate of premature births. -The prematurity rate of smokers is approximately twice as high as for non-smokers.	Hurlock, Child Development, pp. 61-62 (Teacher's Reference)
7. Rubella	Identify rubella (German measles) for the pupils as: a mild disease which has serious effects on an unborn child if the mother contracts the disease during the first three or four months of pregnancy. Have pupils read references and collect articles on newer research concerning immunization for prevention of rubella. Discuss with the class the following effects of rubella: neo-natal deaths and stillbirths; cataracts; deafness; anomalies in the structure of the heart; defective teeth; microcephaly; and mental deficiency.	Ruslink, Family Health and Home Nursing, pp. 139-140 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Emphasize with the class the necessity of having the expectant mother make every effort to avoid exposure to German measles unless she is certain that she has already had the disease.	
C. Health services for prenatal care 1. Private 2. Public	Discuss with pupils the health services available for prenatal care and have them compile a list of these services on the chalkboard, as follows: Family physician Specialist (obstetrician) Hospital clinics Public Health Department Physician Pediatrician Nutritionist Visiting Nurse Red Cross Class for expectant parents	Hurlock, Child Development, pp. 36-72 (Teacher's Reference)
3. Publications	Display for the class recent copies of Children, Today's Health, Today's Child, and government bulletins such as Prenatal Care and Infant Care, and emphasize to the class the importance of getting information that is reliable. Have one pupil or a small group of pupils volunteer to investigate and evaluate the publications relating to prenatal care which may be available in the library.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

III. Postnatal care

Concept: Good postnatal care should provide a healthy and secure environment for the newborn baby.

A. Characteristics of the newborn baby

To arouse pupil interest in the area of infant care, ask pupils to respond to the following questions:

- -If you were left alone for a few hours with a baby under one year of age to be cared for, how competent would you be?
- -What procedure would you follow to feed the baby?
- -What suggestions could you give for putting a baby to bed?
- -Could you change the baby's diaper?
- -If a baby continues to cry, what should you do?

Hurlock, Child Growth and Development, pp. 31-36

Baker and Fane, Understanding and Guiding Young Children, pp. 32-42

Develop with the class a list of skills and information needed in order to care for a baby. Have the pupils bring in appropriate current articles and cartoons concerning babies, mothers, and children. Share these with the class through short reports and/or posting these on the bulletin board.

Brisbane and Riker, The Developing Child, pp. 60-64

To motivate interest, display a picture of a newborn baby. Have the pupils collect pictures of babies and bring to the class one of their own baby pictures. Arrange a display case using these photographs, indicating the age in months. (If photographs are displayed, precautionary measures should be taken for their protection.)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. Physical 2. Mental	After reading references concerning the newborn baby, have the pupils discuss the characteristics of the infant, listing these on the chalkboard.	Brisbane and Riker, The Developing Child, pp. 60-61
B. Emotional environment 1. Love and affection 2. Security 3. Trust	Have the pupils suggest ways parents and others can show love and affection to the baby and discuss the reasons why this is needed for healthy emotional development of infant. To help the pupils recognize the responsibilities involved in creating a healthy environment for a baby, have the pupils suggest changes in family living upon the arrival of a baby. Discuss with the class the need for both parents and other family members to prepare emotionally for the baby. Have the pupils discuss the role of the father and relate the role of the father to the emotional development of the newborn baby.	A Healthy Personality for Your Child, Children's Bureau Publication #337, pp. 4-5 Smart and Smart, Living in Families, pp. 146-151 Brisbane and Riker, The Developing Child, pp. 27-34, 75-77 Hurlock, Child Development, pp. 66-72 (Teacher's Reference)
C. Equipment for care of newborn 1. Clothing 2. Bathing equipment 3. Feeding equipment	To acquaint pupils with the clothing and equipment necessary for a baby, have them consult magazines, talk to young mothers, visit the infant department of a store. To enable the pupils to become aware of all the equipment necessary for a baby, have pupils read reference and form a list of items needed. Types of equipment needed may include: layette, bathing equipment, storage equipment and facilities for the baby.	Hurlock, Child Growth and Development, pp. 11-15

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	To give the pupils an opportunity to discuss and evaluate the lists of necessary equipment, invite a capable young mother to class to discuss such equipment. Have pupils determine what equipment is essential for good care.	Brisbane and Riker, The Developing Child, pp. 44-48
	In a showcase arrange a display of clothing and equipment needed for the baby.	Filmstrip: Tots and Teens, McGraw-Hill
D. Care of newborn	Demonstrate to the class the feeding and "burping" of the baby.	Brisbane and Riker, The Developing Child, pp. 101-112
1. Feeding a. Skills	Follow this demonstration by allowing time for the pupils to ask questions in order to gain a more thorough understanding of caring for the baby's nutritional needs.	McDermott and Nicholas, Homemaking for Teenagers, Book I, pp. 79-84
b. Nutritional needs c. Professional advice	To help pupils further understand the nutritional needs of an infant, have the pupils read sections on infant feeding from several references. Discuss with the class the infant's diet, feeding problems, changing food habits, the addition of new foods, and the importance of regular doctor's care.	Better Homes and Gardens Baby Book, pp. 129-137 Shuey, Woods, Young, Learning About Children, pp. 125-136 Hurlock, Child Growth and Development, pp. 79-97 McWilliams, Nutrition for the Growing Years, Ch. 2
	Use the filmstrip "Off to a Good Start" to show the pupils good feeding practices to be used with a baby. Following the showing of the filmstrip, encourage pupils to relate personal experiences they have had while feeding a baby.	Filmstrip: Off to a Good Start, H. J. Heinz Company

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
d. Mealtime atmosphere	To help the pupils recognize the importance of a happy mealtime atmosphere, have two groups dramatize feeding a baby in the following two different situations: Group I Create an unsatisfactory atmosphere in which to feed a baby. Example: Mother attempts to feed baby and continue her homemaking chores, prepare a meal, have a telephone conversation, visit with a neighbor, etc. Group II Create a satisfactory atmosphere in which to feed a baby. Example: Mother gets needed items, limits or refrains from distracting activities during feeding. She is relaxed and talks to the baby, so both mother and baby enjoy this time together.	McDermott and Nicholas, Homemaking for Teenagers, Book I, pp. 82-84 Carson and Ramee, How You Plan and Prepare Meals, pp. 116-121
	Following the two dramatizations, discuss with the class the possible effects upon a baby fed under both these conditions.	Brisbane and Riker, The Developing Child, pp. 91-96
2. Bathing	Using the demonstration doll, demonstrate bathing the baby. As a follow-up, have the pupils list the important things to remember when bathing a baby. Encourage pupils to share any personal experiences they have had bathing and/or diapering a baby.	Better Homes and Gardens Baby Book, pp. 140-155 Hurlock, Child Growth and Development, pp. 105-110, 125-129
3. Dressing	Demonstrate dressing and diapering the baby. On the chalkboard list with pupils helpful hints on how to dress a baby.	Brisbane and Riker, The Developing Child, pp. 44-45, 96-100

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
		Better Homes and Gardens Baby Book, pp. 76-78, 156 Wallace and McCullar, Building Your Home Life, pp. 428-430
4. Rest	To help the pupils understand the importance of rest in relation to the growth and development of a baby, have them read suggested references. Discuss with the class the formation of good sleeping habits and how family members play a part in a baby's sleep routine. Have two groups dramatize putting a baby to bed using the following different situations: Group I Create an unsatisfactory home atmosphere in which to prepare a baby for sleep. Example: Family members are involved in such activities as entertaining friends, doing household chores, asking mother for advice, etc.; the mother is attempting to complete meal preparation for the family; and father is arriving home from work. Group II Create a home atmosphere conducive to a baby's sleep. Example: Family members are involved in activities to assist the mother; the mother is free to put the baby to bed; and activities are done with a minimum of noise. Following the two dramatizations, discuss with the class the possible effects upon a baby who attempts to go to sleep under both these conditions.	Shuey, Woods, Young, Learning About Children, pp. 113-123 Brisbane and Riker, The Developing Child, pp. 113-117

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

IV. Processes of child development

> Concept: Each child is a unique individual with his own pattern of sequential physical, emotional, social, and intellectual growth.

A. Individual differences

1. Physical
2. Mental
3. Emotional

To develop an awareness of the individual differences in development, have the pupils discuss with their parents and bring to class information concerning:

-age I sat up
-age I spoke first word
-age I stood
-age I walked
-age I was toilet trained
-age when first tooth appeared

List the above activities on the chalkboard, recording various pupils' ages after each. Note how the age range of pupils reflects the individual differences in development.

Baker and Fane, Understanding and Guiding Young Children, pp. 1-23

Smart and Smart, Living in Families, pp. 287-297

Hurlock, Child Growth and Development pp. 62-70

To better understand patterns of growth, have pupils read suggested references. Discuss with the class the idea that the underlying attitude toward the child, interpreted to him through his daily life in a family, is the force which molds and shapes his personality.

Hurlock, Child Development, Ch. 1 (Teacher's Reference)

In order to gain an increased awareness of how the actions of children reflect their stage of development, give pupils a long-term assignment to observe boys and girls of pre-school age in as many different kinds of activities as possible and to record

Brisbane and Riker, The Developing Child, pp. 12-25

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	these observations in a series of recorded anecdotes. Explain to the class that this long-term assignment will continue for the remainder of the unit and will run concurrently with the other activities of the unit. Clarify for pupils the meaning of anecdote. Have pupils use these anecdotes as examples and/or illustrations of actual child behavior where they are appropriate during the remainder of the unit. Use the following resource page for specific suggestions in implementing the observation-anecdote activity.	Baker and Fane, Understanding and Guiding Young Children, pp. 9-13, 136-139

GUIDELINES FOR OBSERVING PRE-SCHOOL CHILDREN

1. Concentrate most observations on one particular child to gain an adequate understanding of this child's total development.

2. Devote some observations to many different children, known and unknown.

3. Subjects of observations may be younger brothers and sisters; children of relatives, friends or neighbors; children for whom the pupil may babysit; children observed at a park or play area, in a store, on the street, etc.

4. Make as many observations as possible.

5. Observe the following:
   - -motor development
   - -language development
   - -emotional control
   - -discipline
   - -social behavior (i.e. reactions to adults and/or children)

6. Observer should remain as inconspicuous and out of the way as possible, recording what the child is doing and not what the observer is doing with the child.

7. Keep observations confidential out of courtesy and respect to the child and his family.

GUIDELINES FOR RECORDING ANECDOTES

1. Record anecdotes when they are observed in order to avoid burden of recall.

2. Keep anecdotes short, each one giving a <u>single instance</u> of behavior.

3. Include only facts in the anecdotes; i.e. what the child says and/or does without interpretation.

4. Use the following form as a guide to the information to include in each anecdote:

DATE:_____ PLACE:_____

TIME:_____ SITUATION:_____

BRIEF DESCRIPTION OF CHILD:_____

_____

NAME (if known):_____

AGE:_____ SEX:_____

DESCRIPTION OF INCIDENT:_____

_____

_____

_____

_____

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Baby's first year 1. Physical development a. Growth (1) Weight (2) Height (3) Proportion (4) Eyesight (5) Hearing and voice (6) Teeth b. Maturation rate	To help pupils understand the rapid physical development and varying rates of development during the baby's first year, have them read from assigned references. Discuss the topic: "No two babies grow at exactly the same rate." Point out to the class that weight gain, age of cutting teeth, etc., vary from child to child.	Brisbane and Riker, The Developing Child, Ch. 4 Hurlock, Child Growth and Development, Ch.5 Hurlock, Child Development, Ch. 4 (Teacher's Reference) Shuey, Woods, Young, Learning about Children, Ch. 8
2. Emotional and social development a. Personality (1) Definition (2) Traits b. Emotions (1) Delight (2) Distress (3) Fear (4) Anger (5) Affection	To illustrate how the emotional climate of the home affects the emotional development of a baby, have the pupils read an assigned case study in references. With the class, discuss the following questions in connection with the emotional climate of the homes in the case study: -What might be some of the effects on the personality development of the babies? -How has the home atmosphere already influenced the older children? -How do relationships between other family members affect the baby? With the class, list on the chalkboard additional home situations that influence emotional and social development of the child.	Brisbane and Riker, The Developing Child, (Case Study) pp. 127-128 Hurlock, Child Development, Ch. 15 (Teacher's Reference)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	To help the pupils understand the important role that emotions play in a child's life, have pupils read from selected references.	Brisbane and Riker, The Developing Child, pp. 129-133
	Discuss some of the emotions and how they are expressed by young children. Using magazines from the home economics department, the groups can locate pictures to illustrate the emotions they are discussing.	Hurlock, Child Growth and Development, pp. 309-319
c. Predictable behavior patterns (1) Sensitive child (2) Placid child (3) Agressive child	Have pupils read and discuss the suggested reference on behavior patterns. In this discussion, have pupils indicate how the children in the case study show these behavior patterns.	Brisbane and Riker, The Developing Child, pp. 133-142
d. Social relationships (1) Interest in others (2) Response to others	Have pupils consider how the child develops socially during the first year of life. Have pupils discuss the importance of positive social development as a foundation for being a well-adjusted person.	Brisbane and Riker, The Developing Child, pp. 144-147 Shuey, Woods, Young, Learning about Children, Ch. 11
3. Intellectual development	To help the pupils understand how a child becomes aware of the world around him have the class discuss the ways children learn through the five senses.	Brisbane and Riker, The Developing Child, pp. 154-157
a. Learning through the senses (1) Touch (2) Sound (3) Sight (4) Taste (5) Smell	Have pupils list all the things they have seen babies pick up and place in their mouths. Point out to the pupils the many hazards involved at this stage of development. Help the class develop a list of potentially dangerous items a one-year-old may come into contact with. Encourage the pupils to use the list in evaluating their own homes for possible dangers.	Shuey, Woods, Young, Learning about Children, pp. 144-149 Children's Bureau Publication #8, Infant Care, pp. 50-52, 68-71

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Speech	After reading assigned references, discuss any speech patterns they may have observed. Discuss with the pupils the importance of language development as one of the most dependable indications of intellectual ability. Using a taping of speech sounds of infants, have pupils identify some sounds that will later become words and/or sentence patterns. Have pupils consider how language development is incluenced by environment and opportunity in the home; how it is stimulated by talking with the infant, by pictures, books, rhymes, songs, stories, etc.	Brisbane and Riker, The Developing Child, pp. 154-157 Hurlock, Child Growth and Development, pp. 186-192
c. Play	To emphasize the importance of play in a child's life have pupils read references on play and play materials. Discuss with the class the statement "A child's play is his work." Clarify with pupils the importance of play in the growth and development of young children. List on the chalkboard the values of play to a young child.	Children's Bureau Publication #8, Infant Care, pp. 41-42 Shuey, Woods, Young, Learning about Children, pp. 149-156 Hurlock, Child Growth and Development, pp. 150-151, 241-256
d. Walking	Have students bring in pictures and/or photos of children who are learning to walk. After reading references, discuss how these pictures indicate	Brisbane and Riker, The Developing Child, pp. 157-160 (pictures - pp. 158-159)

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	the child's new ability. Have pupils contribute any experiences they have had with a child at this stage.	Shuey, Woods, Young, Learning about Children, pp. 99-103
C. The preschool child 1. Physical development a. Physical changes	To present an overview of this area to the pupils, show the film He Acts His Age. After pupils have viewed the film, discuss with the pupils the different kinds of behavior portrayed in the film. To help pupils follow the sequence of physical changes in the young child, have them read from assigned references. Using the following chart compare the physical development of children of different age levels from one to four years of age.	Film: He Acts His Age, Ages and Stages Series, McGraw-Hill Wallace and McCullar, Building Your Home Life, pp. 374-382 Brisbane and Riker, The Developing Child, Ch. 7 and pp. 171-179 Hurlock, Child Growth and Development, pp. 160-169

Comparison of Physical Development

	One Year Old	Two Years Old	Three Years Old	Four Years Old
Weight Gain	1 pound per month	4 to 5 pounds per year		
Height				
Posture Proportion				
Speech				
Teeth				
Physical Abilities				

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Eating habits	To stimulate a class discussion on feeding problems of young children, arrange a bulletin board display of magazine pictures showing young children feeding themselves. Discuss feeding problems common to all young children. With the class draw up a list of practices which will help children form good eating habits.	Brisbane and Riker, The Developing Child, pp. 189-191 Hurlock, Child Growth and Development, pp. 196-203
c. Rest	Discuss with the pupils the value of adequate rest and the importance of establishing a routine which is conducive to relaxation and sleep.	Hurlock, Child Growth and Development, pp. 203-211
d. Toilet training	To explore some of the problems concerning toilet training, have the pupils read assigned references. List the problems on the chalkboard and discuss possible solutions.	Children's Bureau Publication #30, Your Child From 1 to 6, pp. 13-16 Shuey, Woods, Young, Learning about Children, pp. 120-123
2. Emotional and social development a. Emotional patterns (1) General (2) Specific (a) Anger (b) Fear (c) Jealousy (d) Sympathy	To increase the understanding of the small child and his feelings, have the pupils discuss their present feelings about going to the dentist, getting immunization shots and going to the doctor. With the class discuss the possible relationship of their present feelings to early childhood experiences. Develop a list of suggested ways in which children might be helped to deal emotionally with unfamiliar situations. To enable pupils to comprehend that the child handles his emotions in a different way than do teen-agers and/or adults, have pupils read assigned reference	Brisbane and Riker, The Developing Child, Ch. 8 Children's Bureau Publication #30, Your Child from 1 to 6, pp. 36-37 Shuey, Woods, Young, Learning about Children, pp. 85-89

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	material concerning anger, jealousy, fear and sympathy. To provide further discussion concerning emotions, discuss the following: -Why do brothers and sisters often feel jealous of each other? -Do you quarrel with brothers and/or sisters? Why? -What are some of the advantages and disadvantages of being the oldest, the middle, the youngest, or the only child? -What are the constructive ways to deal with jealousy?	
b. Social growth (1) Family (2) Friends	To emphasize family unity, have the pupils discuss the importance of small children having a part in everyday activities. List on the chalkboard activities that a three-year-old could do with the family to gain a sense of belonging.	
	To recognize that this is a period when the child is not only learning about himself and what he can do, but that he is also learning to adjust to other people, discuss with the class why it is important that children be taught to share and to take turns.	Shuey, Woods, Young, Learning about Children, pp. 177-181 Brisbane, The Developing Child, pp. 298-305
c. Discipline	For background information have pupils read assigned references on the value of constructive discipline. Discuss with pupils the kinds of discipline that are most effective. Clarify with pupils the difference between discipline and punishment.	Children's Bureau Publication #30, Your Child from 1 to 6, pp. 24-25, 40-43

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Arrange for several pupils to prepare and present a dramatic skit illustrating situations concerning discipline of a young child at mealtime; bedtime; playtime; etc. After seeing the skit, discuss with the class constructive approaches to handling these kinds of situations.	Brisbane and Riker, The Developing Child, pp. 215-218
3. Intellectual development a. Mental components (1) Attention (2) Memory (3) Perception (4) Reasoning (5) Imagination (6) Curiosity	After reading assigned references with the class, have them discuss the components of mental development in the preschool child. Have pupils consider how a child's questions reflect his developing curiosity, and how answers to a child's questions provide varying degrees of satisfaction and stimulation.	Brisbane, The Developing Child, Ch. 9, 12 Hurlock, Child Development, Ch. 13 Shuey, Woods, Young, Learning about Children, pp. 228-232, 224-228 Fleck, Fernandez, Munves, Exploring Home and Family Living, pp. 263-264
b. Language ability (1) Vocabulary (2) Single word (3) Sentences	To emphasize how family and friends influence the child's word content and use, have several students participate in a panel discussion entitled "Environmental Effects on a Child's Speech Development." Have the class view the film The Terrible Two's and Trusting Three's. Have pupils compile a list of characteristics common to two- and three-year-olds. With the help of the class collect examples of questions asked by three- and four-year-old children. Examine taped examples of children's speech at different ages for identifying various levels of speech development.	Film: The Terrible Two's and Trusting Three's, McGraw-Hill

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
c. Creativity (1) Play (2) Reading (3) Art (4) Music (5) Story telling	Define with the class active, creative, dramatic and social play. To enable pupils to see that music is an integral part of a child's life, make arrangements for the class to watch television programs designed especially for children, which show pre-school children actively engaged in musical activities and during story-telling sessions. While viewing the program, have the class make notes on the attention span of the children and on examples of the following behavior: -a child expressing enjoyment -a child showing leadership -a child being a follower -a child sharing To help pupils realize the importance of music in child development, divide the class into four groups to study one of the following topics: singing; finger-play, such as short rhymes, dramatized by the fingers; rhythmic activities, such as clapping or hopping; and playing rhythm instruments. Each group should state the purpose of the activity and demonstrate methods to show the various ways they could encourage children to sing and respond freely to music. To stimulate a class discussion on creativity, have the pupils bring in examples of art work (other than from a coloring book) done by two-, three-, and four-year-olds. Arrange the examples on a bulletin board and have the class compare them. Discuss the influence of a coloring book upon the development of creativity.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

To help the pupils understand how story telling promotes a child's interest in reading, have the class study suggested references.

Discuss with the class the important aspects of a well-told story. Have the pupils use their check lists to evaluate the story told.

Encourage pupils to tell stories to three, four, or five-year-olds, and use this checklist for evaluation:

STUDENT CHECKLIST FOR STORY TELLING

Yes	No	
		1. Did you know the story well enough to tell without reading directly from the book?
		2. Did you sit close enough for children to hear and see you?
		3. Did you change your voice for different characters?
		4. Did you use facial expressions?
		5. Did you move your hands and arms to show action?
		6. Did you let the child take part?
		7. Did you answer questions as they were asked?

Baker and Fane, Understanding and Guiding Young Children, pp. 175-179

Hurlock, Child Growth and Development, pp. 250-251

Shuey, Woods, Young, Learning about Children, pp. 158-159, 224-232

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

To summarize some of the key learnings concerning child development, help the pupils develop guidelines for understanding and working with young children in the areas of development which they have studied. These should be kept for future study and reference.

As a culminating activity, have pupils read the following poem "The Wisdom of the Ages" and then discuss the poem in terms of the key learnings of the child development unit.

THE WISDOM OF THE AGES

Children Learn What They Live -

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with fear,
he learns to be apprehensive.
If a child lives with pity,
he learns to be sorry for himself.
If a child lives with jealousy,
he learns to feel guilty.
If a child lives with encouragement,
he learns to be confident.
If a child lives with tolerance,
he learns to be patient.
If a child lives with praise,
he learns to be appreciative.
If a child lives with acceptance,
he learns to love.
If a child lives with approval,
he learns to like himself.
If a child lives with recognition,
he learns to have a goal.
If a child lives with fairness,
he learns what justice is.
If a child lives with honesty,
he learns what truth is.
If a child lives with security,
he learns to have faith in himself.
If a child lives with friendliness,
he learns that a world is a nice
place in which to live.

Dorothy Lou Nolte

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FAMILY HEALTH

Introduction

Maintenance of Family Health

Care of Family Illness

Bibliography

FAMILY HEALTH

INTRODUCTION

Although progress has been made in solving many health problems and promoting the health of individuals and families, life expectancy has increased only slightly during the past two decades. The incidence of chronic disease, of environmental health problems, of health problems created by population growth and aging overshadows the gains in controlling disease. Many of these health problems at the present time are largely an individual responsibility. To a great extent each person is accountable for his own health and that of his family. This responsibility is in turn integrally related to each individual's knowledge of health factors which affect him. To the end that more intelligent decisions regarding personal and family health may be possible, this unit has been designed to focus pupils' attention on those ideas and areas of content that clarify the need to maintain personal and family health.

For health information to be effective, however, it must be applied. Home economics is unique in providing the practical background for such application. Dealing as it does with content so vital to health as: food and nutrition; safety, cleanliness, and sanitation in the home; adequate clothing; etc.; home economics offers the ideal setting for a study devoted to the responsibility of family members for maintaining their own health and for providing care and comfort to a patient in the home.

With increased knowledge of pertinent health factors and the ability to apply principles of good health suitable for this grade level, ninth grade pupils are capable of influencing and implementing the maintenance of good family health in many everyday practices in the home.

HOME ECONOMICS
Grade Nine

INSTRUCTIONAL AREA: Family Health

GENERALIZATION: Family health may be maintained by understanding and practicing those habits of living which promote health and those nursing procedures used in caring for illness in the home.

CONCEPTS: All family members need an understanding of those habits of living which promote and maintain health and safety.

The understanding and practice of good home nursing techniques and procedures may contribute to effective home care of patients.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

I. Maintenance of family health

> Concept: All family members need an understanding of those habits of living which promote and maintain health and safety.

A. Keys of health

1. Sleep
2. Exercise
3. Love
4. Security
5. Nutrition
   a. Normal

As a basis for class discussion, arrange a bulletin board illustrating "the keys that unlock the doors of good health": for example; good diet, adequate sleep, outdoor exercise, love, and security. Discuss with the pupils the habits that some high school girls have which result in poor nutrition and lack of sleep.

Focus attention on personal health of pupils by asking such questions as the following:

Do you get adequate daily sleep?
Do you eat a variety of foods every day?
Do you think about the selection of foods?
Do you plan time for recreational and leisure time activities?

Wallace and McCullar, Building Your Home Life, Ch. 18, 19

Ruslink, Family Health and Home Nursing, Ch. 2

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Weight-reducing (1) Fad diets (2) Diet pills (3) Liquid food substitutes	Have pupils read magazines, articles, newspapers, and pamphlets to obtain additional information on topics concerning the relationship of nutrition and sleep to health. Throughout the discussion of these topics in class, try to motivate pupils to an awareness of the individual need to make wise decisions concerning nutrition and sleep. After evaluating their present patterns of eating and sleeping, have pupils write in their notebooks a plan and/or schedule for personal improvement in these areas to promote better daily health. Have pupils refer to this plan periodically to check on their progress. Have the pupils work together in groups to prepare a list of fad diets, diet pills and food substitutes they have tried for use in losing or gaining weight. Have each group prepare and present a report to the class. Make a composite list of diet drugs, foods and preparations and write them on the chalk board. Discuss with the class each item on the list in terms of the success or failure of weight control, and any physical, mental, or emotional effects resulting from taking diet drugs. Have pupils read research articles concerning the effect of diet pills, drugs, and foods. Discuss with the class the long range effect of these diet products on health. Formulate with the class recommended guidelines for teenagers to observe for maintaining normal weight.	FDA Packet B, Consumer Protection Drugs - Cosmetics

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
B. Housing 1. Sanitation 2. Safety	Have a group of pupils study the topic of housing as it relates to sanitation and safety in the home. After studying these principles of sanitation and safety in the home that may prevent illness and disability of family members, have the group of pupils plan and present a skit to the class portraying the principles that they have learned. The title of the skit may be, "Many Home-caused Ills Cannot Be Cured with Pills." After the presentation of the skit, have the group list for the entire class some suggestions for prevention of home-oriented accidents and illnesses.	Detroit Public Schools Keys to Safety in Homemaking Wallace and McCullar, Building Your Home Life, pp. 453-454
C. Clothing	Ask committees of pupils to design a series of posters illustrating typical clothing habits of adolescents and health problems which are directly related to the clothing selected. Have the committees arrange the pictorial displays for the class to use for reference during activities involving suitable clothing selection for the maintenance of family health.	Fleming and Benson, Home Nursing Handbook, pp. 4-11 Wallace and McCullar, Building Your Home Life, pp. 502, 507
D. Emotional health	Have a group read references about factors which contribute to the emotional climate of the home. After reading, have this group of pupils make a collection of cartoons from newspapers and magazines which show factors contributing to the emotional climate of the home. Have a spokesman for the group identify for the class the emotional climate created by each situation being shown. Have the other group members serve as discussion leaders to explore with the class ways in which each cartoon situation could be handled so that the resulting emotional climate would contribute to the happiness and security of all family members.	Fleming and Benson, Home Nursing Handbook, pp. 3-15 McDermott and Nicholas, Homemaking for Teenagers, pp. 21-25 Fleck, Fernandez, Munves, Exploring Home and Family Living, pp. 12-17 and 202-203

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
		Pollard, Laitem, Miller, Experiences in Homemaking, p. 80 Wallace and McCullar, Building Your Home Life, pp. 490-495
E. Personal health habits	Assign a group of pupils to study personal health habits and to develop a checklist to be used by class members to evaluate their personal health practices. The checklist may be referred to periodically to challenge pupils to think and improve health habits as a result of new information and knowledge.	
F. Periodic health check-ups 1. Kinds a. Medical b. Dental	Have a group of pupils study the values of periodic medical and dental check-ups. Members of the group may interview parents and neighbors in the community to obtain information. Have these pupils summarize the results of the survey and report their findings to the class.	Ruslink, Family Health and Home Nursing, pp. 21-37
2. Costs	Following the discussion of family medical care, have pupils discuss with their parents the approximate cost of medical services for a family for one year. Discuss with the class the various ways medical expenses can be paid. Discuss with the class reasons why the time and expense given for preventive medicine and the practice of wise health habits are really ways of saving time and money.	
G. Public health	Have a group of pupils read references to find information concerning the changes in the causes of death in the United States. Have the pupils identify the	Fleming and Benson, Home Nursing Handbook, p. 32

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. Immunization 2. Vaccination 3. Other practices	factors that have affected these changes. To personalize the study, the members of the committee might survey the class to determine the kinds of immunizations and vaccinations class members have received. Discuss the importance of immunization and vaccination including tetanus shots. Develop with the class a list of public health practices that every family should observe.	
II. Care of family illness		
Concept: The understanding and practice of good home nursing techniques and procedures may contribute to effective home care of patients.		
A. Recognition of symptoms	Have the pupils collect newspaper and magazine articles relating stories of illness and school attendance and loss of working time. With the class, formulate a list of illnesses causing the greatest loss of time from school or work.	Fleming and Benson, Home Nursing Handbook, pp. 25-27
1. Early clues a. Skin tone b. Rash c. Headache d. Nausea e. Pain	After the pupils have read assignments in reference books and other resource materials to learn more about the symptoms of illness, identify and discuss with the class the most common symptoms of illness.	Wallace and McCullar, Building Your Home Life, p. 470
2. Simple diagnostic procedures a. Temperature b. Pulse c. Respiration	Demonstrate for the class the techniques and step-by-step procedures for measuring the body temperature by mouth, the care and use of the oral thermometer, and the counting of the pulse and respiration (sometimes referred to as the T.P.R.).	Fleming and Benson, Home Nursing Handbook, pp. 23-43

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	Divide the class into groups of two or three pupils. Have each group set up a thermometer tray and practice taking and recording each other's temperature, pulse, and respiration according to the directions given in the demonstration.	American Red Cross, Home Nursing Textbook
B. Non-home care 1. Institutional care 2. Community service a. Private b. Governmental	Discuss with the pupils the kinds of illness that may require hospital, or other institutional care. For additional information, with the class list the names of the hospitals and other health care institutions that are located in the community. To stimulate a discussion of health publications concerning care during illness and convalescence, have pupils examine an exhibit of pamphlets published by governmental agencies and private and community health organizations. From these and other sources have pupils make a directory of free and low cost health publications that are available to families. Identify those agencies which render assistance; discuss with the class the community health services that are available for individuals and families. With the class list the kinds of services that are available in the immediate area. Invite a speaker from the local health department to visit the class to explain some of the services offered for protecting the health of the people in the community. Following the talk, provide time for a short question-answer period.	
C. Home care	Discuss with the pupils the kinds of illness that may be cared for at home.	Fleck, Fernandez, Munves, Living with Your Family, Ch. 24

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
1. Role of doctor 2. The home nurse a. Personal health b. Attitude c. Duties and responsibilities (1) Informing doctor (2) Keeping chart (a) Temperature (b) Pulse (c) Respiration (d) Medication (e) Treatment	Discuss with the pupils the importance of having a doctor's diagnosis of illness and of having a doctor's advice. To bring out those characteristics which would be desirable for a person who acts as home nurse, have the class discuss personal qualities of persons who will care for the sick. List the desirable characteristics of a home nurse on the chalkboard for pupils to place in their notebooks for future reference or study. To guide the pupils in thinking of the responsibilities of the home nurse, put the following questions on the chalkboard: What things has a home nurse done for me? What things have I done for a home patient? Have pupils read references and develop a list of responsibilities. For each responsibility listed, ask the pupils to decide which member of the family, including young children, teen-age girls and boys, young adults, mother, father, grandmother and grandfather, might be called upon. Discuss with pupils the desirability of selecting only one family member to be head nurse. Discuss with pupils the responsibility of the home nurse to keep the doctor informed about changes in the patient's condition, his reactions to medications and treatment, and what is done for him between doctor's visits. With the class, discuss and formulate a chart for recording temperature, pulse, respiration, medication, and treatment given. (The pupils may	Hatcher and Andrews, Guide for Today's Home Living, Ch. 12 Fleming and Benson, Home Nursing Handbook, pp. 15-43

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	attach the chart to a clipboard or a clothes pin clip and keep it for practice in recording data as the unit of study continues.)	
3. Daily nursing care routine a. Cleanliness b. Comfort c. Safety d. Treatment	Using suggestions given in the references and books, with the class, make a proposed plan and/or schedule which could be followed as a daily routine for home care of a patient. Using the daily routine, list techniques of patient care that must be learned in order to keep the patient comfortable as follows: -the care of the patient's mouth and teeth -washing the patient's face and hands -combing and brushing the patient's hair -bathing the patient -changing an occupied bed -giving a back rub -giving medicine -filling hot water bottle -using an electrical heating pad -preparing an ice pack -preparing a hot and cold compress -observing protective and safety measures.	Wallace and McCullar, Building Your Home Life, Ch. 20 Fleming and Benson, Home Nursing Handbook, Ch. 4
4. Physical environment a. Selection of sickroom (1) Location (2) Furnishings (3) Noise (4) Other	Identify the factors to be considered in the selection of room for a patient. Using a floor plan of a home, have pupils decide which room is best suited for the sickroom. Have pupils discuss the principles of selection which prompted their choice of sickroom.	Fleming and Benson, Home Nursing Handbook, pp. 44-46 American Red Cross Home Nursing Textbook, pp. 134-136

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Adapting the room (1) Safety (2) Comfort (3) Effectiveness (4) Economy (5) Appearance	Using a flannel board show how furniture should be arranged in the sickroom. Review the essentials of safety, comfort, effectiveness, economy and appearance as they relate to furniture arrangement in the sickroom. Discuss the variety of ways that may be used to arrive at a satisfactory solution to the problem of adapting the furniture in the sickroom.	Fleming and Benson, Home Nursing Handbook, p. 3 Wallace and McCullar, Building Your Home Life, Ch. 20 Ruslink, Family Health and Home Nursing, Ch. 11
c. Medical supplies	Present an illustrated talk to pupils on the contents, arrangement and use of the home medicine chest. Following the talk set up the items in a classroom showcase so that pupils may use the display as a guide in checking the medical supplies needed at home.	Ruslink, Family Health and Home Nursing, pp. 414-416
5. Diet requirements a. Liquids b. Soft foods c. Light foods d. Special foods	Prepare the most commonly prescribed diets (liquid, soft, and light). Conduct a discussion of the problems of maintaining good nutrition in varying conditions of illness. Have the pupils consult reference books, magazines, and pamphlets to learn more about selection of the amounts and kinds of foods within each of the three types of diets. From the reading have each pupil plan a diet of each type for one day and check it with the Daily Food Guide. (Pupils may arrange a bulletin board illustration of the diets they have planned.)	Riehl, Family Nursing and Child Care, Ch. 10 Fleming and Benson, Home Nursing Handbook, Ch. 6 Ruslink, Family Health and Home Nursing, Ch. 13
6. Emotional environment a. Cheerful environment	Discuss with pupils the need to provide a cheerful and reassuring atmosphere for the patient.	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
b. Recreational activities c. Visiting d. Conversation topics e. Family cooperation	Ask members of the class to complete the following sentence with worthwhile activities for the patient: When I am sick I like to . . . When I am sick I like my friends to . . . When (grandmother, little sister) is sick she likes to . . . Make a composite list of the ideas for activities given by the class. Have pupils read suggested references on the values of entertainment for the patient and identify the needs of a patient that may be met by each activity. Some pupils who are in a position to bring happiness to some of the invalids or shut-ins in the community may make plans for doing so and report to the class the emotions experienced in carrying out the plan. To show how family cooperation may be provided during an illness, use a skit of a family council in which pupils plan with family members some ways to share responsibilities. Class members may take notes to identify responsibilities and suggest others that they feel are important. Have pupils read suggested references about guidelines for visiting a patient. Role-play situations showing the contrast between good and poor visitors in a sick-room. Discuss with class how patients have been affected by discussing negatively-oriented topics. Have pupils list suggestions for conversation and personal behavior while visiting a person who is ill.	Wallace and McCullar, Building Your Home Life, Ch. 20 Fleming and Benson, Home Nursing Handbook, Ch. 7 Pollard, Laitem, Miller, Experiences in Homemaking, pp. 77-80 Greer and Gibbs, Your Home and You, Ch. 29 Riehl, Family Nursing and Child Care, pp. 72-74 Ruslink, Family Health and Home Nursing, Ch. 13 Wallace and McCullar, Building Your Home Life, Ch. 20 Barclay and Champion, Teen Guide to Homemaking, Ch. 21

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CAREERS IN HOME ECONOMICS

Introduction

The Homemaker

Careers in Foods and Nutrition

Careers in Textiles and Clothing

Careers in Child Development

Careers in Housing and Home Furnishings and Equipment

Careers in Health and Welfare

Bibliography

CAREERS IN HOME ECONOMICS

INTRODUCTION

Choosing a career is one of the most important decisions a pupil will make. In the ninth grade pupils are exploring careers in many fields. The opportunities offered in the field of home economics should be included in this exploration. The wide range of positions using home economics knowledge and skills makes the field attractive to girls and boys with varied interests, talents, and abilities.

Home economics is so closely related to patterns of living that it is always a timely field and a permanent one; and today it is especially so. In a rapidly changing labor market the demand is increasing for persons trained in areas of service to individuals, families, and institutions which were formerly carried out in the home. Because of the high demand for home-economics trained persons, the monetary advancement is good.

During the study of careers in home economics, an overview of the courses offered at the senior high school level as well as the vocational programs is included. Pupils who plan to attend college are apprised of the wide range of professional-level positions that are available in the various areas of home economics.

HOME ECONOMICS
Grade Nine

INSTRUCTIONAL AREA: Careers in Home Economics

GENERALIZATION: Home economics is a professional field which offers a wide range of employment opportunities and careers.

CONCEPTS:

Homemaking is a challenging and satisfying career.

The area of foods and nutrition offers a wide variety of employment opportunities.

The area of textiles and clothing offers a wide variety of employment opportunities.

The area of child development offers a wide variety of employment opportunities.

The area of housing and home furnishings and equipment offers a wide variety of employment opportunities.

The area of health and welfare offers a wide variety of employment opportunities.

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
I. The homemaker		
Concept: Homemaking is a challenging and satisfying career		
A. Family role	Identify with the help of the class the major duties and responsibilities of the homemaker and list on the chalkboard.	(For resources in this unit, please refer to the bibliography at the end of the unit.)
1. Major duties		
2. Qualifications	Discuss with pupils the qualifications that a homemaker should have to perform effectively in the home.	
3. Satisfactions	In connection with this topic, have pupils discuss the following questions: -How does a well-managed home affect the relationships of family members? -How does training improve understanding and	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

skills needed for homemaking?
-What satisfactions are derived from a well-managed home?

B. Occupational role

1. Major duties
2. Qualifications
3. Compensation

Discuss with the class the dual role of women as homemakers and wage-earners. Have the pupils consider how the homemaker's duties and responsibilities are altered by assuming the dual role of homemaking and wage-earning.

II. Careers in foods and nutrition

Concept:	The area of foods and nutrition offers a wide variety of employment opportunities.

A. Qualifications

B. Employment opportunities

Discuss with pupils the kinds of employment opportunities that are available to persons with high school and/or vocational school training in home economics; for example, food service occupations in:

-restaurants
-caterering
-hospitals
-schools
-nursing homes
-daycare centers
-private homes

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Discuss with pupils the employment opportunities available to individuals with college degrees in foods and nutrition that will include the following:

Advertising Copywriter
College or High School Teacher
Consumer Consultant
Community Aid Home Economist
Dietitian
Educational Materials Writer
Extension Specialist
Food Chemist
Food Columnist
Food Photographer
Food Research Specialist
Marketing Specialist
Newspaper Food Editor
Nutrition Consultant
Nutrition Research Specialist
Peace Corps Volunteer
Public Health Nutritionist
Publicity Director
School Lunch Consultant
Space Food Technologist
Test Kitchen Home Economist
VISTA Worker

III. Careers in textiles and clothing

Concept: The area of textiles and clothing offers a wide variety of employment opportunities.

A. Qualifications

B. Employment opportunities

Have pupils collect clippings concerning employment opportunities in the field of textiles and clothing. Develop a bulletin board to be used in class discussion.

Discuss with the class the kinds of textile and clothing employment for which high school and/or vocational courses would provide training.

List on the chalkboard some of these employment opportunities such as:

-dressmaker's assistant
-decorator's assistant
-dry cleaning worker
-fabric sales worker

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES
	List on the chalkboard the careers in textiles and clothing that require a college degree, for example: -teacher -pattern company consultant -researcher -home extension agent -museum curator or consultant	
IV. Careers in child development		
Concept: The area of child development offers a wide variety of employment opportunities.		
A. Qualifications	Discuss with the class the desirable characteristics of an employee in the area of child care, such as: -understanding of children's needs and behavior -dependability -empathy for children -sense of responsibility for the safety of child -ability to meet emergencies	
B. Employment opportunities	Discuss with the class those occupations in child development which would be available to persons with various levels of training, such as: -high school courses -vocational courses -community college courses	
	List with the class the kinds of positions in the area of child development that require a college degree, for example: -Child Care Specialist -Child Guidance Counselor -College or High School Teacher -Community Aid Home Economist -Extension Specialist in Child Development -Magazine Editor -Nursery School Teacher -Peace Corps Volunteer -Rehabilitation Specialist -Research Specialist -Social Worker -VISTA Worker -Welfare Home Economist -Youth Counselor	

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

Discuss with the pupils the places of employment in child development in the community, such as:

- -nursery schools
- -private homes
- -hospitals
- -retail stores (infant and children's equipment and supplies)
- -recreational centers
- -day care centers
- -centers for the handicapped

V. Careers in housing and home furnishings and quipment

Concept:	The area of housing and home furnishings and equipment offers a wide variety of employment opportunities.

Ask pupils to collect clippings concerning employment opportunities in the housing, furnishings, and equipment area. Have pupils list the wide variety of opportunities in these areas:

- -Advertising Copywriter
- -Appliance Specialist
- -City Planning Consultant
- -College or High School Teacher
- -Consumer Consultant
- -Department Store Buyer
- -Equipment Designer
- -Extension Specialist
- -Home Lighting Consultant
- -Home Planning Specialist
- -Interior Designer
- -Kitchen Planner
- -Laundry Consultant
- -Magazine Editor
- -Mobile Homes Designer
- -Newspaper Writer
- -Office Designer
- -Product Development Specialist
- -Product Publicity Director
- -Public Housing Consultant
- -Research Specialist
- -Urban Renewal Consultant
- -Utility Home Economist

SCOPE OF CONTENT	SUGGESTIONS FOR ACTIVITIES	RESOURCES

VI. Careers in health and welfare

Concept: The area of health and welfare offers a wide variety of employment opportunities.

Have pupils study some of the home economics career opportunities in health and welfare, for example:

	Health	Welfare
City, county, or state departments of health	x	
City, county, or state departments of welfare		x
Family and child service agencies		x
Visiting nurse associations	x	
Urban renewal and housing agencies		x
Food, nutrition, and dairy councils	x	
Health and disease associations and foundations	x	
Peace Corps	x	x
U. S. Department of Health, Education, and Welfare		
Children's Bureau	x	x
Public Health Service	x	
Bureau of Family Services		x
United Nations		
Food and Agriculture Organization	x	x
World Health Organization	x	

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